DOCUMENT RESUME

ED 353 359 AA 001 233

Resources in Education (RIE). Volume 28, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for JUN 1979. (CRW/WTB)

ED 353 360 CE 061 840

Bishop, Robin
Towards a Skilled Australia: National Standards To Provide Aussie Joe and Aussie Joanna with Flexible, Transferable Skills.
PUB DATE- May 92
NOTE- 17p.; Paper presented at the International Meeting of the Modular Training Systems Conference (Washington, DC, May 11-12, 1992). Newspaper cuttings may not copy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Competency Based Education; Curriculum Development; Educational Change; Federal Government; Foreign Countries; Futures (of Society); Job Skills; Job Training; *Labor Force Development; *Postsecondary Education; Secondary Education; *Standards; Vocational Education
IDENTIFIERS- *Australia

The Australian government, employer groups, and the trade union movement acknowledge a critical need to improve work force skills. Focus is on the notion of competencies and measurable learning outcomes. The driving force has been the linking of industry restructuring with occupational classification restructuring (award restructuring). The Australian government, working with employer groups and the trade union movement, has established the National Training Board, which facilitates the progressive introduction of a competency-based approach to vocational training linked to award restructuring. Three other forces are as follows: the Finn Report, which emphasizes that the main purpose of education is economic; closer links with

DOCUMENT RESUME

ED 353 378 CE 062 769

McBride, Pamela G.; And Others
Creating Custodial Classes: An Instructional Program Guide for Custodial Workers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 111p.; For related documents, see CE 062 770-773.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Business Communication; Business Skills; *Classroom Techniques; Community Involvement; *Curriculum Development; *Custodian Training; Instructional Materials; *Job Skills; Job Training; *Literacy Education; Program Development; Program Guides; Program Implementation; Reading Skills; School Business Relationship; *Student Evaluation; Writing Skills
IDENTIFIERS- Workplace Literacy

This program guide documents a custodial job family curriculum that develops competence in generic work force education skills through business writing/clerical skills and reading and writing courses. An annotated table of contents lists a brief description of the questions answered in each section. An introduction presents a program abstract and a guide overview. The remainder of the guide is structured according to the four stages in the process of setting up a work force instructional program: partnership building, curriculum development, actual instruction, and evaluation. A detailed table of contents to each section outlines the steps involved in completing each stage. The section on developing partnerships identifies some key partners and structures for achieving their involvement. The section on developing curriculum describes some structures for assessing and organizing input from a variety of sources. The section on teaching the class presents a curricular model with specific examples of daily classroom activities. The section on assessment and evaluation describes a variety of assessment tools and discusses their advantages and disadvantages. The conclusions section offers a preliminary analysis of the program's results and summary of program effectiveness. Appendixes include sample course outlines and lesson plans, registration and evaluation forms, and a selected bibliography divided into work force skills (59 items), background theory (47), and practitioner resources (20). (YLB)

ED 353 379 CE 062 770

Johnson, Ann; And Others
Developing Professionalism in the Child Care Industry. An Instructional Program Guide for Child Care Workers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 121p.; For related documents, see CE 062 769-773.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Associate Degrees; Child Caregivers; *Child Care Occupations; Child Development Specialists; *Classroom Techniques; Community Involvement;

ED 353 397 CE 062 805

Closing the Skills Gap: New Solutions.
PUB DATE- Oct 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Learning; *Continuing Education; *Corporate Education; Educational Finance; *Employer Employee Relationship; *Experiential Learning; Incentives; Job Training; Labor Force Development; Public Policy; School Business Relationship
IDENTIFIERS- *Council for Adult and Experiential Learning

The first two chapters of this report recount the history and organizational goals of the Council for Adult and Experiential Learning (CAEL) and then list challenges and barriers to adult training and education. Chapter 3 describes characteristics of programs that would respond to the skill-building challenge: (1) provide opportunities to all levels of the work force; (2) foster employee initiative and motivation in gaining skills and knowledge; (3) allow employees to choose from among training options and have them learn on their own time; (4) provide prepaid tuition; (5) provide ongoing educational advising and support; (6) link tuition assistance to identified human resource needs and communicate these needs to employees; (7) provide a continuum of options from General Educational Development preparation to technical courses and certificates and degrees; (8) integrate public and private school opportunities with employer-sponsored programs; and (9) provide a single point of contact for employers to get information about education and training options. It also discusses CAEL's experience with comprehensive employee education and training programs, emphasizing the joint ventures model. Chapter 4 makes the following recommendations for public policy directions: (1) provide technical and operational resources to help implement programs; (2) provide tax incentives to employers for ongoing operation of programs; (3) make the tax exemptions permanent; and (4) build educational institutions' capacity to work in partnership with employers. (CML)

ED 353 398 CE 062 806

Solutions.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apprenticeships; *Cognitive Processes; Cooperative Education; *Educational Change; *Educational Environment; *Education Work Relationship; Elementary Secondary Education; *Integrated Curriculum; *Learning Theories; Postsecondary Education; Transfer of Training
IDENTIFIERS- *Cognitive Apprenticeships; Tech Prep

Using cognitive science as a lens, this report identifies serious problems with most learning situations, maps the design principles for more effective learning, and shows how these principles relate to four policies and programs: integrating academic and vocational education, work-based apprenticeship, tech prep and 2 2, and cooperative education. Following an

ED 353 415 CE 062 831

Wentland, Daniel M.
A Study of Marketing (Distributive) Education Research Methods.
PUB DATE- 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distributive Education; *Educational Research; *Educational Theories; Higher Education; *Marketing; *Research Methodology; *Research Needs; Research Problems

For research to be considered "valid," the research must be originally based upon a known theory. The result of research should be the expansion of known theory or the development of new theory. An examination was made of marketing (distributive) education research to determine if that research is based upon a theoretical framework and results in either the expansion of theory or the development of new theory. Research reports from 1985-1990 that appeared in the Marketing Educators' Journal and the National Research Conference Reports (54 articles) were reviewed to determine if that research was based upon a theoretical framework. However, most of the research that was reviewed was found to be descriptive or comparative in nature; only 16 articles (30 percent) were based on theory and resulted in expansion of or development of theory. The study concluded that marketing education research must be theory based and suggested the following four theories as a basis for marketing education research: perennialism, progressivism, essentialism, and reconstructionism. The study also described two historical theories of learning (faculty psychology and apperception), and eight modern theories (association, stimulus-response, instrumental conditioning, operant conditioning, Gestalt theory, topological theory, sign learning, and phenomenological theory) as possible bases for research in marketing education. The study concluded that marketing education lacks organization and that the scientific method should be used to instill the type of organization that the field needs. (Contains 14 references.) (KC)

ED 353 416 CE 062 832

Moore, William P.
The Southeast Health Professions Magnet High School, 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; *Allied Health Occupations Education; *Educational Attitudes; Formative Evaluation; High Schools; *Integrated Curriculum; *Magnet Schools; Minority Groups; *Outcomes of Education; Parent Attitudes; Program Evaluation; *Program Implementation; Student Attitudes; Teacher Attitudes; Teaching Methods; Vocational Education
IDENTIFIERS- Kansas City Public Schools MO

An integrated curriculum offering regular high school science courses as well as special interdisciplinary courses at the learning disabled, average, and advanced ability levels, and courses and internships in health professions was implemented in a Kansas City high school. A formative evaluation of the Southeast Health Professions Magnet High School documents the

DOCUMENT RESUME

ED 353 434 CE 062 859

Effective Management of Multiple Roles: Family and Work.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jun 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case Studies; *Decision Making; *Employment; *Family Life; Family Role; *Goal Orientation; Instructional Materials; Learning Activities; Parent Role; Problem Solving; *Role Conflict; Teaching Guides; *Time Management
IDENTIFIERS- *Family Work Relationship

A facilitator's manual and participant materials (adult and student) are provided for a program designed to help students, teachers, and people in business and industry to learn effective skills for managing multiple roles and how to apply those skills in balancing work and family issues. The facilitator's manual contains information on project development, the program, and program implementation, as well as use of the manual. It provides background information and step-by-step instructions to guide the facilitator through the program. Symbols used in the manual indicate the following: (1) major steps of the program, including when a transparency should be displayed and participants should turn to pages in their booklets; (2) directions the facilitator must give to participants; (3) questions the facilitator should ask participants; and (4) notes or additional information the facilitator should know. Small reproductions of transparencies appear in side borders. Topics include management practices, goals and goal setting, time management, putting it all together, and case studies. The participant materials contain materials suitable for use by either adults or students. Activities, informative materials, and some copies of transparencies are provided. Participants are asked to do the following: list their roles; prepare "to do" lists; complete a daily schedule; identify roles; set and prioritize goals; identify needed personal time; and schedule time commitments. Case studies and instructions for learning activities related to the case studies are also provided. (YLB)

ED 353 435 CE 062 863

Gonczi, Andrew, Ed.
Developing a Competent Workforce. Adult Learning Strategies for Vocational Educators and Trainers.
PUB DATE- 92
NOTE- 313p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Adult Learning; Adult Vocational Education; Corporate Education; Critical Thinking; Economic Development; *Educational Assessment; Educational Games; *Education Work Relationship; Foreign Countries; Government School

DOCUMENT RESUME

ED 353 452 CE 062 902

Coyle-Williams, Maureen; Maddy-Bernstein, Carolyn
The 1990 Perkins: Raising the Academic and Occupational Achievement of Women and Girls. TASPP Brief.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 9p.; Prepared by the Technical Assistance for Special Populations Program, University of Illinois at Urbana-Champaign Site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Compliance (Legal); Educational Needs; *Federal Legislation; *Females; Job Skills; *Job Training; Nontraditional Education; Nontraditional Occupations; Occupational Aspiration; Postsecondary Education; Secondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; Skill Development; State Programs; *Vocational Education; Wages; Womens Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

Changes in the U.S. economy have increased the number of 25 to 54 year old women in the work force to about 74 percent. However, most of these women are segregated in low-wage jobs. Women often fall into those jobs because of sex-stereotyped vocational education enrollment and gender-related barriers in education and in their family and socioeconomic lives. Vocational education can make a difference in helping women to achieve better-paying jobs by supplying support for nontraditional enrollees, such as role models, job placement services, information on dealing with discrimination and harassment, staff training on gender bias, screening for health concerns that conflict with occupation, and encouragement to continue training and upgrading skills. The 1990 Perkins Act provides that states must use 7 percent of their basic state grant to do the following for single parents, displaced homemakers, and single pregnant women: (1) provide, subsidize, reimburse, or pay for preparatory services, including basic academic and occupational skills and materials in preparation for vocational education and training that will furnish them with marketable skills; (2) make grants to eligible recipients for expanding preparatory services and vocational education services to increase their marketable skills; (3) make grants to community-based organizations for providing preparatory and vocational education services to them; (4) make preparatory services and vocational education and training more accessible to them by assisting with dependent care, transportation, supplies, and more flexible scheduling; and (5) provide information to inform them of vocational education programs, related support services, and career counseling. Three percent of the 1990 Perkins state grants must be used to promote sex equity by providing programs, services, and comprehensive career guidance, support services, and preparatory services for girls and women. (Contains 42 references.) (KC)

ED 353 453 CE 062 914

Sagawa, Shirley, Ed.; Halperin, Samuel, Ed.
Visions of Service: The Future of the National and Community Service Act.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

DOCUMENT RESUME

ED 353 470 CE 062 940

Candy, Philip C.
Self-Direction for Lifelong Learning. A Comprehensive Guide to Theory and Practice.
PUB DATE- 91
NOTE- 567p.; Jossey-Bass Higher and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Development; Adult Education; *Adult Learning; Educational Research; *Learner Controlled Instruction; Learning Theories; *Lifelong Learning; *Personal Autonomy; Research Methodology; Research Needs; *Self Determination; Skill Development; *Teaching Methods

This book presents a comprehensive survey and analysis of the concept of self-direction in learning. Part 1 (Chapters 1-3) distinguishes uses and meanings of the term self-direction and provides an historical introduction. Part 2 (Chapters 4-7) contains a more careful analysis of the four principal domains of self-direction: personal autonomy, willingness and ability to manage one's overall learning endeavors, independent pursuit of learning without formal institutional support or affiliation, and learner-control of instruction. Part 3 (Chapters 8-10) reformulates and refracts ideas and concepts traditionally associated with self-direction so that proposals and recommendations made later can be seen as a coherent new way of thinking about and promoting the development of self-direction in learning. Part 4 (Chapters 11-13) examines ways of increasing learners' self-directedness in a variety of contexts and discusses three areas of prerequisite achievement: broad self-management competencies, sufficient familiarity with the subject matter, and attainment of a sense of learning competence. Part 5 (Chapters 14-15) draws together the main arguments and offers a three-part model of ways in which adult educators can enhance people's self-directedness. It examines major approaches that have been influential in the study of self-direction and proposes research topics in and approaches to studying self-direction from an interpretive point of view. Appendixes include a profile of the autonomous learner, a list of competencies with authors, 945 references, and name and subject indexes. (YLB)

ED 353 471 CE 062 942

Zalon, Margarete Lieb
A Second Look at Evaluation for Adult Learners.
PUB DATE- Jul 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Adult Learning; Adult Students; *Continuing Education; Educational Testing; *Evaluation Criteria; Evaluation Methods; Evaluation Problems; *Nursing Education; Student Certification; *Student Evaluation; Test Construction; Testing Problems; *Test Selection

Certain types of evaluation tools used in continuing education offerings limit the evaluation process and hence the value of

DOCUMENT RESUME

ED 353 489 CG 024 707

Stoner, Gary, Ed.; And Others
Interventions for Achievement and Behavioral Problems.
PUB DATE- 91
NOTE- 771p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Achievement; *Behavior Problems; Elementary School Students; Elementary Secondary Education; *Intervention; Prevention; *School Psychologists; Secondary School Students; *Student Problems

This book is organized around several themes, namely: the changing context for the professional practice of school psychology; classroom- and school-based prevention and intervention programs; and professional training issues specific to intervention-oriented school psychology. The first three chapters address numerous reform and restructuring issues, and their relationship to interventions in schools and classrooms. The need to carefully link assessment and intervention is emphasized. Chapters 4 and 5 deal with evaluation issues. Chapters 6 through 12 discuss general intervention strategies that cut across age and grade levels and that focus on improving study skills, teaching social skills, peer tutoring, self-monitoring, computer-assisted instruction, mainstream assistance teams, and supporting students with severe intellectual disabilities and severe challenging behaviors. Chapters 13 and 14 focus on interventions at the preschool level; chapters 15 through 19 concentrate on interventions at the elementary level; and chapters 20 through 23 look at interventions at the secondary level. Interventions for specific problems are addressed in chapters 24 through 32. Problems addressed include addictive behaviors, vandalism, truancy and school absenteeism, stealing, lying and cheating, swearing, depression, attention problems, and conduct problems. The final two chapters deal with specific professional training issues that focus on the knowledge and skills needed by pre-service and inservice professionals to function effectively as instructional and behavioral interventionists. (NB)

ED 353 490 CG 024 708

Thomas, Alex, Ed.; Grimes, Jeff, Ed.
Best Practices in School Psychology-II.
PUB DATE- 90
NOTE- 1,021p.
LANGUAGE- English
EDRS Price- MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; Evaluation; *Psychological Needs; *School Psychologists; Secondary School Students; *Student Needs; *Student Problems

This book is a companion volume to "Best Practices in School Psychology," and contains both revisions of earlier chapters and chapters on new topics. Materials are organized around the idea that there are some best practices that the school psychologist should know about and be able to implement. The 69 chapters in this book were written by practitioners and by university faculty and focus upon practical ideas that can be implemented at the school level. A wide range of topics are

DOCUMENT RESUME

ED 353 508 CG 024 726

Leavech, April; And Others
Sexual Orientation Disclosure to Parents: Problem Solving and Social Support.
PUB DATE- Aug 92
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Homosexuality; *Lesbianism; Life Style; *Parent Child Relationship; *Problem Solving; Religious Factors; Satisfaction; *Self Disclosure (Individuals); *Social Support Groups
IDENTIFIERS- *Sexual Orientation

A study of gay men and their experiences of "coming out" to their parents found that both the mother's and father's reported level of education and religious orthodoxy significantly predicted the relationship change between the mother or the father and the self-disclosing son. This study sought to broaden the available database by sampling both gay males (N=75) and lesbian females (N=28), and by evaluating how differences in various factors (social support, personal problem solving skills, and family problem solving skills) might differ for those who have, versus those who have not, disclosed their sexual orientation to their parents. Subjects completed an 8-page booklet containing questions about demographic characteristics, various Likert-type scales assessing parental relationship variables, the Personal Problem Solving Inventory, the Family Problem Solving subscale of the McMaster Family Assessment Device, the Gay Lifestyle Satisfaction Scale, the Provision of Social Relations Scale, and the Religious Orthodoxy Scale. Data were analyzed according to whether participants had chosen to disclose their sexual orientation to their parents. Females who had not disclosed rated their families as possessing poor problem solving skills. Neither current parental relationships nor personal problem solving skills were predictive of life style satisfaction, while a measure of social support was related. Only temporary changes in parental relationships were reported following disclosure. (Author/NB)

ED 353 509 CG 024 727

Smalley, Regina; Stake, Jayne
The Gender Role/Self-Concept Link: Looking beyond the College Sophomore.
PUB DATE- Aug 92
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Personality Traits; *Self Concept; *Sex Role

Most of the research findings on the relationship between traditional gender-role traits and self-concept suggest that only traditionally masculine traits relate significantly to a positive self-concept for both males and females. This research

DOCUMENT RESUME

ED 353 528 CG 024 746

French, Joseph L.
The Influence of School Psychologists in APA on APA.
PUB DATE- 15 Aug 92
NOTE- 7p.; Paper presented to the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancillary School Services; *Child Psychology; Elementary Secondary Education; Higher Education; History; *Psychological Services; *School Psychologists
IDENTIFIERS- *American Psychological Association

The American Psychological Association (APA) was founded July 8, 1892. From the beginning it is clear that practicing psychologists had a strong focus on children. In the first quarter of APA's history most applied psychologists were working with children and youth. A splinter group, the American Association of Clinical Psychologists (AACP) was formed in 1917 with about 25% of its members employed in schools. Two years later a Clinical Section was formed in APA, absorbing most AACP members. In 1921 a certificate was developed for consulting psychologists for a review of credentials. The American Association of Applied Psychologists published a Model Certified Psychologist Act in 1939. In 1944-46 APA reorganized and divisions were formed as interest groups outside governance structure. In 1947 the APA Board of Directors appointed a Committee on Training in Clinical Psychology. In 1949 a major training conference in Boulder, Colorado established the scientist-practitioner model and shifted the focus of clinical training to adults to help treat returning veterans and their families. The 1954 Thayer conference resulted from the lack of consideration for children and schooling at the Boulder conference. In 1967 accreditation of graduate programs in school psychology was authorized. In 1977 Standards for the Providers of Psychological Services was approved. In 1981 specialty standards for clinical, counseling, industrial, and school psychology applied the general standards. In 1987 APA revised its model licensing act with an exemption for practicing school psychologists. (ABL)

ED 353 529 CG 024 747

Kick, Francis R., Jr.
The Self Perceptions of Self-Concept and Self-Esteem: A Theoretical Analysis.
PUB DATE- Dec 92
NOTE- 75p.; M.A. Thesis, Antioch University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Counseling Theories; Psychological Studies; *Self Concept; *Self Esteem; Self Evaluation (Individuals)
IDENTIFIERS- *Psychological Theories

This thesis is an exploration and synthesis of the theories relating to an individual's self perceptions including self, self-concept or -image, and self-esteem. The rationale for this thesis deals with the topic of self perception and the related areas which form the psychological context of the individual. The area of study has been selected due to the focus of debate

DOCUMENT RESUME

ED 353 548 CS 011 150

Spiegel, Dixie Lee
A Portrait of Parents of Successful Readers.
PUB DATE- Dec 92
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beginning Reading; Early Childhood Education; *Family Environment; Literature Reviews; *Parent Participation; Parent School Relationship; *Parent Student Relationship; Racial Differences; Reading Achievement; *Reading Research; Socioeconomic Status
IDENTIFIERS- *Emergent Literacy

Reviews of research, studies of early readers, and investigations of emergent literacy uniformly conclude that parents' beliefs, aspirations, and actions affect their children's growth into and embracing of literacy. However, conflicting results call into question the utility of simply correlating race or various socioeconomic factors, such as parental level of education or family income, with reading achievement. Research indicates that parents of successful readers: (1) want their children to succeed; (2) impart a sense of the importance of education and high expectations to their children; (3) impart a love of reading and a sense of the value of reading to their children; (4) like, enjoy, and respect their children and are willing to spend time, money, and effort to nurture their literacy; (5) believe in the adage "the parent is the child's first teacher"; (6) know what is going on in their children's school and literacy lives; (7) believe that they can have an impact on their children's literacy development; (8) tend to provide literacy artifacts, especially children's materials, in their homes; (9) read to their children often; (10) serve as role models as readers themselves; and (11) provide effective literacy interactions which assist their children in learning how to construct meaning from text and to interact successfully in school settings. The parental role in the development of children who both can and will read is enormous. (Fifty-three references are attached.) (RS)

ED 353 549 CS 011 151

Hale, Marilyn
The Literacy Project at Sir William Osler High School: Year 1, 1990-91.
PUB DATE- Jun 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Foreign Countries; High Schools; High School Students; Interviews; Literacy; Pilot Projects; Program Descriptions; Program Effectiveness; *Reading Instruction; *Remedial Programs; Teacher Attitudes; Whole Language Approach; *Writing Instruction
IDENTIFIERS- Scarborough Board of Education ON

A formative evaluation was conducted during the first year of a whole language literacy project at Sir William Osler High School, Ontario, Canada, which serves students who have been diagnosed as functioning below grade level. Interviews were

ED 353 569 CS 011 176

Sudzina, Mary
An Investigation of the Relationship between the Reading Styles of Second-Graders and Their Achievement in Three Basal Reader Treatments. Revised.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; *Cognitive Style; Elementary School Students; Grade 2; *Instructional Effectiveness; Language Experience Approach; Phonics; Primary Education; *Reading Achievement; Reading Habits; Reading Strategies
IDENTIFIERS- Pennsylvania (Philadelphia); Reading Style Inventory (Carbo)

A study investigated the relationship among reading style, instructional method, and reading achievement. Subjects were 213 second-grade students attending a large school in the Philadelphia, Pennsylvania area, with 84 students using a basal reader series with a phonics emphasis, 90 students using a basal reader series with a mixed emphasis, and 39 students using a basal reader series with a whole-word emphasis. Following existing school district procedures, better readers tended to be assigned to the phonics group, the average readers to the mixed group, and the poorer readers to the whole-word group. The Reading Style Inventory was administered to subjects towards the end of the second grade. Results indicated that: (1) Carbo's Reading Styles Inventory was found to distinguish among reading style strengths and preferences of readers; (2) the most successful readers in all three groups showed the highest match (and poorest readers the lowest match) of individual reading styles with instructional treatment; (3) good readers overall had a better chance of being successful readers than poor readers; (4) underachieving readers exhibited significantly poorer auditory and visual strengths than good readers did; and (5) the reading styles of poor readers indicated that they were global, strongly kinesthetic, moderately tactual with good visual and only fair auditory strengths. Findings suggest that the instructional methods that best matched the poor readers' reading styles (Carbo recorded book, individualized, and language experience) were not available to students. (Seven tables and three figures of data are included; 16 references are attached.) (RS)

ED 353 570 CS 011 178

Thames, Dana G.; Reeves-Kazelskis, Carolyn
Effects of Individualized, Integrated Language Arts Instruction on the Attitudes of Poor Readers.
PUB DATE- Nov 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 10-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Basal Reading; Elementary Education; Elementary School Students; Individualized Instruction; Instructional Effectiveness; *Integrated Activities; *Language Arts; Public Schools; Reading

DOCUMENT RESUME

ED 353 589 CS 213 654

Muschla, Gary Robert
The Writing Teacher's Book of Lists--with Ready-To-Use Activities and Worksheets.
PUB DATE- 91
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Language Arts; Language Usage; Lesson Plans; Vocabulary Development; Worksheets; Writing Assignments; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Writing Contexts

Designed for elementary and secondary English and language arts teachers, this book provides 74 lists for developing instructional materials and planning lessons. The book also includes 89 practical activities and reproducible line master worksheets that motivate students to simultaneously improve writing skills, word usage, and vocabulary. For quick and easy access, all of the lists and activities in the book are organized into six sections and individually printed in a format that can be photocopied as many times as required for individual or group instruction. Sections of the book are: (1) Special Words and Word Groups; (2) Nonfiction Writing; (3) Fiction Writing; (4) Writing Style; (5) Checklists; and (6) Reference Lists. (RS)

ED 353 590 CS 213 655

Lensmire, Timothy J.
Peers, Risk and Writing.
PUB DATE- 23 Nov 92
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; Cultural Context; Grade 3; Higher Education; *Peer Evaluation; Power Structure; Primary Education; Student Evaluation; *Writing (Composition); *Writing Instruction; Writing Skills; *Writing Workshops
IDENTIFIERS- Writing Contexts

This paper explores the importance of peer relations for the experiences and texts of children in a third-grade writing workshop. Peers, as an audience for children's writing, bring with them friendship, trust, and a "social energy" that empowers authors and their writing in the classroom. Simultaneously, peers also bring with them teasing, risk, and conflict, so that the underside of peer relations must be considered, since certain children can potentially silence other children in a classroom situation created explicitly to assure that all students are heard and respected. A year-long case study was carried out in which a teacher-researcher both taught and observed third-grade writing classes based on a workshop approach. Observation showed that children tended to seek and avoid certain audiences for their writing. Furthermore, students tended to anticipate bad experiences if they were to conference with certain kinds of children. The

DOCUMENT RESUME

ED 353 609 CS 508 030

Sellnow, Deanna D.; Seekins, Lisa L.
Justifying Forensic Programs to Administrators: An Experiential Education Opportunity.
PUB DATE- Oct 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *Debate; *Experiential Learning; Higner Education; Lifelong Learning; *Persuasive Discourse; Theory Practice Relationship; Thinking Skills
IDENTIFIERS- Debate Tournaments

Experiential education provides an excellent justificatory framework for the forensics program as an educational opportunity. The three major tenets of experiential education are: (1) connecting theoretical knowledge to real life experiences; (2) valuing and fostering different "ways of knowing"; and (3) encouraging lifelong learning. Forensics programs offer students the opportunity to take many of the theories and skills learned in the college classroom into a real (or at least quasi-real) life setting. Forensics competition opportunities extend well beyond the few perspectives students may receive in a formal classroom. Together, the competitor, the literature, and the multiple audiences foster new and emergent ways of knowing throughout the forensic season. Forensics students develop active and critical listening skills which they will take with them in their careers and apply throughout their lives. By linking forensics education with major tenets of experiential education, perhaps some administrators who have not previously appreciated forensics education but do support experiential learning will begin to realize the inherent value of forensics education. (Twenty-two references are attached.) (RS)

ED 353 610 CS 508 031

Luce, Paul A.
Neighborhoods of Words in the Mental Lexicon. Research on Speech Perception. Technical Report No. 6.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 1 Dec 86
NOTE- 158p.; Ph.D. Thesis, Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Acoustic Phonetics; *Auditory Perception; Higher Education; *Language Processing; Language Research; Models; Speech Communication; *Word Recognition
IDENTIFIERS- Words

A study employed computational and experimental methods to address a number of issues related to the representation and structural organization of spoken words in the mental lexicon. Using a computerized lexicon consisting of phonetic transcriptions of 20,000 words, "similarity neighborhoods" for each of the transcriptions were computed. Among the variables of interest in the computation of the similarity neighborhoods were: (1) the number of words occurring in a neighborhood; (2) the degree of phonetic similarity among the words; and (3) the

DOCUMENT RESUME

ED 353 630 CS 508 065

Glauner, Thomas A.
It Was the Best of Times: A Justification for Message-Based Performances in Oral Interpretation Competition.
PUB DATE- 29 Oct 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Response; Communication Skills; Higher Education; *Oral Interpretation; *Persuasive Discourse; Public Speaking; Student Evaluation
IDENTIFIERS- Debate Tournaments; *Message Based Performances; Text Factors

If forensic oral interpretation selections are to communicate to audiences, forensics educators must first help their students discover the messages that exist within texts and are communicated through programming and performance. The concepts of relevancy, significance, and depth of insight provide a general background for which aesthetic communication can effectively occur. Relevancy refers to the pertinence a performance has to current social forces. Significance is the yard stick to rule out trivial or inconsequential themes or topics. Depth of insight provides a personal meaning for the audience member, who leaves the performance enriched with a new understanding about the human experience. A criteria relating to the quality of message provided by the performance (selection of literature, programming, introduction, and performance) serves as a beginning to message-based interpretation evaluation. If forensics is to be truly educational, then educators must insist that their students utilize literature as a means of discovery, recognizing the messages that exist through significant, relevant and insightful experiences. (RS)

ED 353 631 CS 508 066

Mills, Daniel; Gaer, David C.
The Argumentative Introduction in Oral Interpretation.
PUB DATE- Oct 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Debate; Debate Format; Higher Education; *Oral Interpretation; *Persuasive Discourse; Public Speaking
IDENTIFIERS- *Debate Tournaments

A study examined introductions used in competitive oral interpretation events. A total of 97 introductions (from four oral interpretation events at a nationally recognized Midwestern intercollegiate forensic tournament) were analyzed using four categories: Descriptive, Simple Theme, Descriptive and Simple Theme, and Argumentative Theme. Results showed that Descriptive and Simple Theme and Descriptive were by far the most commonly utilized introduction approaches, and the

ED 353 649 EA 024 574

Easton, Peter; And Others
Collaborative Design of Educational Indicator Systems in Developing Countries: An Interim Report on an IEES Project Initiative. Efficiency Indicators Activity. IEES Project Monograph.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Mar 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Developing Nations; *Educational Quality; *Efficiency; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; Models; Productivity; Program Development; *Research Design; Research Methodology; Research Problems
IDENTIFIERS- *Educational Indicators

The progress of an Improving the Efficiency of Educational Systems (IEES) Project initiative toward developing a prototype indicator system for tracking the overall education systems in participating countries, is described in this interim report. Two needed dimensions were identified during the development of the model: (1) incorporate qualitative data on educational processes into the model; and (2) provide for variations by country in the design characteristics. The first section of this document describes the conceptual analysis of educational indicator systems. The second section describes the prototype model of primary education, which consists of stages based on context, input, process, output, and outcomes. The development process envisaged and now under way for host country clarification of the model is described in the third section. The fourth section discusses the potential for using the indicator system for both incountry educational planning and staff training purposes. Plans for information dissemination are also described. The conclusion emphasizes the importance of place and process in developing a theoretical framework. The original IEES plan was adapted to engage host-country participants in a dialogue about collaborative design of more flexible and location-specific systems. One figure is included. The appendix contains definitions of model domains with their proposed indicators. (Contains 15 references.) (LMI)

ED 353 650 EA 024 575

Gipe, Linda, Comp.
School Improvement Network Directory: 1992 Supplement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 112p.; For 1991 directory, see ED 339 118.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Excellence in Education; Institutional Characteristics; Program Implementation; *School Based Management

This directory supplement provides information about 211 schools (in British Columbia, Department of Defense Dependent Schools--

DOCUMENT RESUME

ED 353 669   EA 024 602

Lindle, Jane Clark
School Leadership and Educational Reform: Parent Involvement, the Education for Handicapped Children Act, and the Principal. Occasional Papers: School Leadership and Education Reform. OP #4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; Compliance (Legal); *Disabilities; Elementary Secondary Education; Federal Legislation; Parent Influence; *Parent Participation; *Parent Role; *Parent School Relationship; *Principals; Special Needs Students
IDENTIFIERS- *Education for All Handicapped Children Act

Originally passed in 1975, the Education for Handicapped Children Act (EHA or P.L. 94-142) provided an unprecedented legislative definition of parent involvement. Congress mandated that parents be included in the educational decision-making process concerning handicapped children. This paper summarizes parent involvement as defined by the EHA, reviews the literature on implementation of EHA's provision for parent involvement, and offers recommendations for principals' leadership in supporting parent involvement. Principals are advised to create a school climate conducive to parent involvement through parent induction programs and staff development. An 87-item bibliography is included. (LMI)

ED 353 670   EA 024 603

Crowson, Robert L.; Glass, Thomas E.
The Changing Role of the Local School District Superintendent in the United States. Occasional Papers: School Leadership and Education Reform. OP #2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 6 Apr 91
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Elementary Secondary Education; *Leadership Styles; Leadership Training; Management Development; Organizational Climate; *Organizational Effectiveness; *School Effectiveness; *Superintendents

The changing role of the local school district superintendent is examined in this paper, which focuses on the link between the local education executive officers and school effectiveness. It is argued that the concept of the superintendency has changed from that of a manager to that of the leader of school district quality and effectiveness. Four directions of emerging research support this conclusion: (1) executive leadership has an impact

ED 353 689 EA 024 635

Distribution of State-Administered Education Funds. Fourteenth Annual Report (A Report Required by Section 406A, General Education Provisions Act, as Amended), Submitted by the U.S. Secretary of Education to the Senate Committee on Labor and Human Resources and House Committee on Education and Labor.

PUB DATE- May 91

NOTE- 1,631p.; Document consists primarily of statistical tables; these tables may not reproduce well in paper copy due to small type.

LANGUAGE- English

EDRS Price- MF13/PC66 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)

DESCRIPTORS- Categorical Aid; Educational Finance; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Financial Support; *Grants; Resource Allocation; *State Federal Aid

Under the authority of Section 406A of the General Education Provisions Act (GEPA), the U.S. Department of Education (ED) collects information on how funds are distributed under federal education programs that are administered by the states. ED collected information from the 50 states and the District of Columbia for the fiscal year 1988. This report provides information on the state distribution of subgrants under the following state-administered federal education programs: Chapter 1 Formula Grants to Local Education Agencies; Chapter 1 Formula Grants to State Education Agencies for Neglected or Delinquent Children; Chapter 1 Formula Grants to State Education Agencies to Meet the Special Educational Needs of Migratory Children; Chapter 1 State Administration; Chapter 1 Aid to States for Education of Handicapped Children in State-Operated and State-Supported Schools; Education of the Handicapped Act (EHA), Handicapped Grants to States Program; Education of the Handicapped Act (EHA), Preschool Grants for Handicapped Children; Federal, State, and Local Partnership for Educational Improvement (Chapter 2); Dwight D. Eisenhower Mathematics and Science Education, State Grant Program; Carl D. Perkins Vocational Education Act, Basic Grants to States; Adult Education Act, Grants to States; Transition Program for Refugee Children, Formula Grants to State Education Agencies; The Emergency Immigrant Education Act; and Library Services and Construction Act (LSCA), Grants to State Library Agencies. The following information is provided for each program: (1) the allocation and reported amount granted by state; (2) nationally, the types of agencies receiving funds, including the percent of reported subgrants and reported subgrant funds going to each type of agency; and (3) nationally, the size of reported subgrants. Forty-six tables are included. Appendices contain subgrant amounts for each program, by agency and type, and subgrant amounts for the Library Services and Construction Act, by state. (LMI)

ED 353 690 EA 024 638

Budget Summary, 1992-1993.

PUB DATE- 92

NOTE- 185p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)

ED 353 711 EC 301 742

Epilepsy: General Information. Fact Sheet Number 6 = La Epilepsia: Informacion General. Fact Sheet Number 20.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 5p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; *Educational Needs; Elementary Secondary Education; *Epilepsy; Incidence; Preschool Education; *Seizures; *Special Health Problems; Student Characteristics

This fact sheet on epilepsy is offered in both English and Spanish. It provides a definition, information on incidence, typical characteristics, and educational implications. It notes that epilepsy is classified as "other health impaired" under the Individuals with Disabilities Education Act and that students with epilepsy are eligible for special educational services. These include adaptations in classroom instruction and first aid instruction on seizure management for the child's teachers. The importance of communication between family and school is stressed. The fact sheet lists four print resources and two organizations. (DB)

ED 353 712 EC 301 743

Spina Bifida: General Information. Fact Sheet Number 12 = La Espina Bifida: Informacion General. Fact Sheet Number 21.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; Early Intervention; *Educational Needs; Elementary Secondary Education; Health Services; Incidence; Learning Problems; Mainstreaming; Preschool Education; Pupil Personnel Services; School Health Services; *Special Health Problems; *Spina Bifida; Student Characteristics; *Symptoms (Individual Disorders)

This fact sheet on spina bifida is offered in both English and Spanish. It provides definitions of the three types of spina bifida (spina bifida occulta, meningocele, and myelomeningocele). Incidence figures are given as are typical characteristics of children with spina bifida. Educational implications are briefly noted, including the need to accommodate these children's frequent need for surgery; provision of clean, intermittent catheterization as a related service; early intervention with hydrocephalus-related learning problems; adaptations in equipment or curriculum to maximize mainstreaming; and special instruction in mobility skills. The fact sheet lists two print resources and five organizations. (DB)

ED 353 713 EC 301 744

Cerebral Palsy: General Information. Fact Sheet Number 2 = La Paralisis Cerebral: Informacion General. Fact Sheet Number 18.

ED 353 731 EC 301 762

Martin, David S.
Cognitive Processes and the Hearing-Impaired Learner.
PUB DATE- May 89
NOTE- 47p.; In: Literacy and the Hearing Impaired Conference Proceedings (Washington, DC, May 18-20, 1989); see EC 301 760.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Deafness; Elementary Secondary Education; *Instructional Effectiveness; *Intelligence; *Intervention; Learning Processes; Learning Strategies; Metacognition; Opinions; Teacher Education; Theory Practice Relationship; Trend Analysis

This paper reviews the literature on the intellectual abilities and performance of deaf learners within educational settings. The paper addresses such questions as whether deaf learners learn differently from hearing learners; whether deaf learners have the same intellectual capacity as hearing learners; how opinions have changed regarding the intellectual abilities of deaf learners; and at what point intervention is effective. It is concluded that the most promising approaches to planned interventions are those which have: (1) a strong theoretical basis; (2) a focus on teacher training or re-training in the specific methodology; (3) a comprehensive incorporation of several, rather than only a few, cognitive skills; (4) regular opportunities for students to apply these skills to subject matter; and (5) an explicit metacognitive focus in helping students become aware of cognitive processes and strategies. (Contains 107 references.) (DB)

ED 353 732 EC 301 763

Wikelund, Karen Reed
Social Aspects of Literacy Acquisition and Use.
PUB DATE- May 89
NOTE- 41p.; In: Literacy and the Hearing Impaired Conference Proceedings (Washington, DC, May 18-20, 1989); see EC 301 760.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Cross Cultural Studies; Cultural Influences; Disadvantaged Youth; Educational Principles; Ethnic Groups; Functional Literacy; *Hearing Impairments; Knowledge Level; *Literacy Education; Minority Groups; *Reading Instruction; Secondary Education; *Social Influences; *Teaching Methods; *Writing Instruction

This paper reviews the research on the social dimensions of literacy acquisition and use, and applies conclusions to the provision of improved literacy training for adults and young people with hearing impairments. Discussion of the social context of literacy considers the ethnography of communication, literacy as cultural practice, and literacy as a collaborative social activity. A comparative study of literacy among adults in three ethnic American communities is reported, demonstrating that literacy is manifested as a set of culturally patterned practices. The need for three kinds of knowledge (technological knowledge, functional knowledge, and social meaning knowledge) for practical literacy is noted. Studies of the early childhood

DOCUMENT RESUME

ED 353 749   EC 301 782

Communicator: The Journal of the California Association for the Gifted, 1992.
PUB DATE- Nov 92
NOTE- 198p.; For volume 21 of Communicator, see ED 346 649. Issued 5 times a year.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Grouping; Ability Identification; *Academically Gifted; *Cooperative Learning; *Cultural Differences; Early Childhood Education; Educational Change; Elementary Secondary Education; *Females; Grouping (Instructional Purposes); Hispanic Americans; Learning Centers (Classroom); Migrant Education; Multicultural Education; Retrenchment; Special Programs; *Talent; Teaching Methods

This document consists of the five issues of the journal issued during 1992. Articles focus on the following major topics in gifted and talented education (GATE): (1) grouping and tracking; (2) cultural diversity; (3) educational reform and cooperative learning; (4) gifted girls; and (5) young gifted children. Major articles include the following: "The Relationship of Grouping Practices to the Education of the Gifted and Talented Learner: Executive Summary" (Karen B. Rogers); "Ability Grouping Research Reviews: What Do They Say about Grouping and the Gifted?" (Susan D. Allan); "The Effects of Grouping on Gifted Students" (Barbara Clark); the National Association for Gifted Children's Policy Statement on Grouping; "Cultural Diversity in Gifted Education: A Better Chance at Succeeding" (Elinor Smith and Rosa Perez); "Around and Through Test Scores: Discovering the Gifted Hispanic Student" (Carol Kaylor); "Serving the Culturally Diverse" (Anne Bensen); position statements of the California Association for the Gifted in glossary form; "Yo Puedo: Program for Gifted Migrant Students" (Nancy Leon); "GATE: Blueprint for Educational Reform" (Valerie Terry Seaberg); "Cooperative Learning and the Academically Talented Student" (Ann Robinson); "Scapegoating the Gifted" (Linda Kreger Silverman); "Optimizing the Future for Gifted and Talented Students from Underrepresented Populations" (Deborah K. Bellflower); "How Schools Shortchange Girls: Implications for Parents and Educators of Gifted Girls" (Carolyn M. Callahan); "What It Means To Be Gifted and a Woman" (Debra Russell and Nina Alexander); "Factors Affecting the Achievement of Culturally Diverse Gifted Women" (Margie Kitano and Carol Perkins); "Living Out the Promise of High Potential: Perceptions of 100 Gifted Women" (Kathleen D. Noble); "Reverse That Pendulum: Protecting Your GATE Program in Perilous Times" (Ann Lord); "The Development of Giftedness" (Barbara Clark); "These Are Pioneering Times in Early Childhood Gifted Education" (Joan Franklin Smutny); "A Learning Center Approach to Providing a Differentiated Curriculum to Primary Students" (Sandra Kaplan); "Early Childhood Education for the Gifted: The Need for Intense Study and Observation" (Maurice D. Fisher); "Nurturing Giftedness in Young Children" (Wendy C. Roedell); and "An Analysis of the Research on Ability Grouping: Historical and Contemporary Perspectives..Executive Summary" (James A. Kulik). (DB)

ED 353 750   EC 301 784

DOCUMENT RESUME

ED 353 766 EC 301 800

Jones, Philip R.; And Others
Issues in Certification Needs.
PUB DATE- 92
NOTE- 13p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; *Disabilities; Elementary Secondary Education; Higher Education; Legal Responsibility; *Preservice Teacher Education; *Special Education Teachers; Standards; *Teacher Certification; Trend Analysis
IDENTIFIERS- Reciprocity; Teacher Certification Reciprocity

This paper examines major issues in teacher certification, such as appropriate certification patterns for teachers of students with disabilities, the use of categorical or noncategorical certification, and relevance of certification groupings by grade level for special educators. Secondly, issues of alternative certification are discussed, including the role of alternative certification patterns in the preparation of special education personnel; decision making regarding the standards and requirements for alternative certification; and the role of institutions of higher education. Other issues addressed include reciprocity among states, the establishment of teacher preparation standards and monitoring programs, and placement of the authority for recommending certification. Also noted are such consumer/employer issues as school district problems in finding certificated teachers in all needed areas. (DB)

ED 353 767 EC 301 801

Krajicek, Marilyn
Interventions for Infants Born Affected by Drugs and Alcohol.
PUB DATE- 92
NOTE- 9p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Alcoholism; At Risk Persons; Behavior Problems; *Congenital Impairments; Developmental Disabilities; Drug Addiction; *Early Intervention; Federal Legislation; Health Services; Infants; Labeling (of Persons); *Prenatal Influences; Preschool Education; Rehabilitation; *Substance Abuse; Toddlers
IDENTIFIERS- *Fetal Drug Exposure

This examination of interventions for infants born affected by drugs and alcohol defines the issue, identifies alternative solutions, and notes barriers to provision of appropriate services. These infants, especially those with fetal alcohol

ED 353 788 FL 020 259

Lynch, Tony; MacGrath, Ian
Bibliographic Presentation.
PUB DATE- 91
NOTE- 21p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Bibliographies; *English for Academic Purposes; Foreign Countries; *Graduate Students; Higher Education; Questionnaires; Second Language Learning; *Writing Instruction; *Writing Skills

This paper first puts forward a number of reasons why postgraduate students need to be able to present bibliographic information in a form that satisfies academic conventions. Possible sources of information for the student are then enumerated; global principles of bibliographic presentation (completeness, clarity and convenience, consistency, economy and care) are discussed; and existing provisions for the explicit teaching of the conventions of bibliographic presentation with the Department of Applied Linguistics, Edinburgh, is outlined. Subsequent sections describe a study to assess, by means of performance-sampling and questionnaire, the nature of student difficulties and the extent to which these are catered for by instruction, and present the provisional results of this study. The study suggests that the construction of a correctly referenced bibliography is a much more complex operation than was previously assumed; that instruction does help; and that studies of pre-instruction and post instruction performance are necessary as well as revealing. (Contains 21 references.) (Author)

ED 353 789 FL 020 260

Camilleri, Antoinette
Crosslinguistic Influence in a Bilingual Classroom: The Example of Maltese and English.
PUB DATE- 91
NOTE- 12p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Bilingualism; Code Switching (Language); *English; Foreign Countries; *Language of Instruction; Language Teachers; *Language Variation; Morphology (Languages); Transfer of Training; Uncommonly Taught Languages
IDENTIFIERS- *Crosslinguistic Influence; Malta; *Maltese

Maltese and English are used as media of instruction across the curriculum in Maltese schools. It has been observed that both languages are normally used within any one lesson and, as is here illustrated by a continuum of crosslinguistic influence, they are mixed in complex ways. As within Maltese society at large, a new variety called Mixed Maltese English has emerged and is being used as a medium of instruction. This presents language teachers and language planners with a number of problems, some of which are identified at the end of the article. (Contains 22 references.) (Author)

ED 353 815 FL 020 896

Tegey, Habibullah; Robson, Barbara
Pashto Reader.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 226p.; For related documents, see FL 020 894-895.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advertising; Grammar; Instructional Materials; *Language Variation; Letters (Correspondence); News Media; *Pashto; Poetry; *Reading Materials; Uncommonly Taught Languages; Vocabulary; *Written Language
IDENTIFIERS- *Authentic Materials

This reader is the basic text for a set of instructional materials in Pashto. It consists of 45 authentic passages in Pashto script, each accompanied by background information, a vocabulary list, hints for scanning, comprehension exercises, and notes for detailed rereading. An introductory section offers study suggestions for the student. The passages are presented in 7 groups: essays; articles; stories; poetry; public writing (signs and advertising); letters and memoranda; and fractured Pashto. Each group is accompanied by an introduction and answers to comprehension questions. Additional jokes and anecdotes are included throughout the materials. (MSE)

ED 353 816 FL 020 897

Ke, Chuanren
Challenges to the Proficiency Movement: The Issue of Accuracy.
PUB DATE- Nov 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (26th, Chicago, IL, November 20-22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Educational Strategies; Educational Trends; *Error Correction; *Error Patterns; *Language Proficiency; Rating Scales; Second Language Instruction; *Second Languages
IDENTIFIERS- *Accuracy

Failure to progress on the language proficiency scale is often due to lack of linguistic accuracy. Even motivated students are sometimes unable to improve proficiency ratings beyond a particular level. Pedagogical factors contributing to this problem include: focus on form and meaning at the same time; fossilization; overuse of communicative strategies at the expense of form; lack of careful articulation and continuity in curricula, from level to level; and textbooks that are not explicit enough or contribute to information overload. Curriculum strategies for dealing with the accuracy problem include: curriculum design for long-term (as contrasted with short-term) linguistic objectives; structuring class activities at the appropriate level; error correction that is manageable for the student; awareness of students' negative reactions to error correction; involvement of students in error correction; active encouragement of classroom participation; and attention

industry and schools that provide articulation of courses so that Australians can follow a path of relevant learning according to their chosen career; and a revised understanding of credentials, with established criteria and recognition of prior learning or current competencies. Postsecondary institutions are not having an easy transition, but many newer universities are developing very comprehensive programs articulating on-the-job experience and in-house training programs with advanced credit into formal courses. Disruptions occur, since the three areas of change at the national level--industry and award restructuring, development of competencies, and a competency-based education thrust--do not move at the same rate. (Appendixes include addresses of seven sources of information in Australia and newspaper articles.) (YLB)

ED 353 361 CE 062 158

Norback, Judith Shaul; And Others
Job Literacy Analysis: The Secretary Project. Summary Report.
PUB DATE- Oct 92
NOTE- 25p.; For a related document, see CE 062 159.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; Entry Workers; *Job Analysis; *Job Skills; National Surveys; *Occupational Information; Office Occupations Education; Research Methodology; *Secretaries; Task Analysis
IDENTIFIERS- Job Literacy; *Literacy Audits

As part of a job literacy analysis project, 63 entry-level and mid-to-executive level secretaries were interviewed from business, government, and health care settings to describe the literacy requirement skills, tasks, and materials of their jobs. In the 1-hour interview, the job incumbent and interviewer reviewed examples of different types of literacy materials used by the secretary. In the content analysis, the 562 secretary materials collected were grouped into 7 categories based on format and the function for which they were used. The 64 tasks were sorted into 11 job dimensions. Three advisory committees reviewed and critiqued the draft job literacy descriptions for the two secretary jobs. Two survey forms were developed for each of the 2 secretarial jobs and randomly distributed to 14 secretary supervisors or administrators in a pilot test. The return rate for the subsequent nationwide survey of 2,000 secretary recruiters was 399. Respondents in the pilot test and survey were asked whether secretaries in their companies used the materials and rated the importance of various tasks that the secretaries performed using these materials. Results showed that the Job Literacy Analysis methodology used to analyze the literacy requirements of these jobs was effective. (The six-page report is followed by seven tables: subgroup analyses; usage of materials by entry and by mid-to-executive level; most important tasks linked to materials--entry and mid-to-executive levels; and skills summary lists for both levels.) (YLB)

ED 353 362 CE 062 159

Norback, Judith; And Others
Identifying the Literacy Requirements of Jobs and Job Literacy Analysis: A New Methodology. Summary Version.
PUB DATE- Dec 90
NOTE- 18p.; For a related document, see CE 062 158.
LANGUAGE- English

*Curriculum Development; Instructional Materials; *Job Skills; Job Training; *Literacy Education; Occupational Home Economics; Program Development; Program Guides; Program Implementation; Reading Skills; School Business Relationship; *Student Evaluation
IDENTIFIERS- Workplace Literacy

This program guide documents a child care job family curriculum that develops competence in generic work force education skills through two minicourses: Basic Issues in Child Care and Child Development Associate. An annotated table of contents lists a brief description of the questions answered in each section. An introduction presents a program abstract and a guide overview. The remainder of the guide is structured according to the four stages in the process of setting up a work force instructional program: partnership building, curriculum development, actual instruction, and evaluation. A detailed table of contents to each section outlines the steps involved in completing each stage. The section on developing partnerships identifies some key partners and structures for achieving their involvement. The section on developing curriculum describes some structures for assessing and organizing input from a variety of sources. The section on teaching the class presents a curricular model with specific examples of daily classroom activities. The section on assessment and evaluation describes a variety of assessment tools and discusses their advantages and disadvantages. Appendixes include sample lesson plans, evaluation forms, local promotion of the project, and a selected bibliography divided into work force skills (59 items), background theory (47), and practitioner resources (20). (YLB)

ED 353 380   CE 062 771

McBride, Pamela G.; And Others
Manufacturing Math Classes: An Instructional Program Guide for Manufacturing Workers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 111p.; For related documents, see CE 062 769-773.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Classroom Techniques; Community Involvement; *Curriculum Development; Instructional Materials; *Job Skills; Job Training; *Literacy Education; Machine Tool Operators; Manufacturing; *Manufacturing Industry; Mathematics Skills; Production Technicians; Program Development; Program Guides; Program Implementation; School Business Relationship; *Student Evaluation; Technical Mathematics
IDENTIFIERS- Workplace Literacy

This program guide documents a manufacturing job family curriculum that develops competence in generic work force education skills through three courses: Reading Rulers, Charts, and Gauges and Math for Manufacturing Workers I and II. An annotated table of contents lists a brief description of the questions answered in each section. An introduction presents a program abstract and a guide overview. The remainder of the guide is structured according to the four stages in the process of setting up a work force instructional program: partnership building, curriculum development, actual instruction, and evaluation. A detailed table of contents to each section executive summary, Chapter 1 notes problems in existing education and training systems. Chapter 2 discusses the following assumptions about learning that are believed to be incorrect: (1) people predictably transfer learning; (2) learners are best seen as passive vessels into which knowledge is poured; (3) learning is the strengthening of bonds between stimuli and correct responses; (4) learners are blank slates on which knowledge is inscribed; and (5) to be transferable to new situations, skills and knowledge should be acquired independent of their contexts of use. Chapter 3 addresses 19th-century educational ideas, the child as spectacular learner, and traditional apprenticeship learning. Chapter 4 looks at cognitive apprenticeship models, defining characteristics of cognitive apprenticeship, examples of cognitive apprenticeship, and learning environments. Chapter 5 discusses integration of academic and vocational education, work-based learning, tech prep, cooperative education, and the effectiveness of cognitive apprenticeship. A calendar of National Council on Vocational Education meetings and activities, a list of council members, and 46 references conclude the document. (CML)

ED 353 399 CE 062 807

Pucel, David J.
Technology Education: A Critical Literacy Requirement for All Students (Rationale and Program).
PUB DATE- 13 Nov 92
NOTE- 44p.; Paper presented at the Mississippi Valley Industrial Teacher Education Conference (79th, Chicago, IL, November 13, 1992). For a related document, see CE 062 808.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Appropriate Technology; *Curriculum Development; General Education; Intermediate Grades; Junior High Schools; Middle Schools; Program Development; Science and Society; Scientific and Technical Information; *Technological Advancement; *Technological Literacy; *Technology Education; *Technology Transfer
IDENTIFIERS- *Technological Methods

Technology education should be part of the general education of all students for the following reasons: (1) technological literacy is important in preparing people for life and work; (2) technological literacy must be based on sensory as well as language-based learning; and (3) technology is unique in the school curriculum. The content of technology education is common sense technological knowledge and the teaching and application of the technological method as content separate from other subject matter areas. The technological method is as follows: (1) identify an unmet human need requiring a technical solution; (2) clarify the specific technical problem; (3) identify relevant existing technical methods and knowledge; (4) invent a probable solution, through the invention process; (5) determine the social acceptability and economic feasibility of the solution; (6) modify the solution if needed to maximize efficiency and acceptability; and (7) implement the solution. The following are categories of technological literacy content: (1) technological method; (2) common tool usage; (3) common equipment; (4) basic technological processes; (5) materials; (6) terminology; (7) environmental concerns; (8) social values; (9) scientific principles; and (10) economic factors. There is shared responsibility inside and outside the schools for developing, focusing, and delivering technology education in progress made by the school during its first year of implementing the health professions theme. The evaluation was based on the goals and objectives set forth in the school's establishment plans. The evaluation showed that the program had an actual enrollment 19 percent below program capacity, although ninth-grade enrollment was 61 percent above program capacity. Program implementation has been encouraging, with classroom observations indicating greater than expected evidence of use of planned instructional models, infusion, and career planning. Perceptions of the first year indicated satisfaction among parents and students. Teacher perceptions were mixed, with teachers feeling they understood the theme of the program and that it was being implemented as planned, but expressing dissatisfaction with instructional leadership, communication among teachers and between staff and parents, and staff development activities. Forty percent of the teachers did not think that their students would make good academic progress in the theme. Achievement test data indicated that minority students, especially in grades 9 and 10, had gains in reading, mathematics, and science. Nonminority students in grades 9 and 10 scored above district and national norms but nonminority students in grades 11 and 12 scored below those norms. Recommendations were made to address the concerns of teachers, parents, and students to improve the program for the future. (KC)

ED 353 417 CE 062 834

Hearing on School-to-Work Transition. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 25 Mar 92
NOTE- 88p.; Serial No. 102-126.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Education Work Relationship; Elementary Secondary Education; Employment Potential; Federal Legislation; Hearings; Industry; Integrated Curriculum; *Job Skills; *Labor Force Development; Relevance (Education); School Business Relationship; Vocational Education
IDENTIFIERS- Congress 102nd

This congressional hearing focuses on the importance of incorporating workplace skills into K-12 education and how H.R. 4078, the Workforce Readiness Act of 1992, might accomplish this. Testimony includes statements and prepared statements of the Secretary of Education, a Representative in Congress, Secretary of Labor, and individuals representing the Institute on Education and the Economy; Council of Chief State School Officers; Director of Vocational-Technical Education--Genesee Intermediate School District, Flint, Michigan; Project BEL (Business/Education/Labor Partnership); and the U.S. Chamber of Commerce. (YLB)

ED 353 418 CE 062 835

Hearing on the Expansion of the Job Corps Program. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (Fresno, California).
PUB DATE- 21 Aug 92
NOTE- 63p.; Serial No. 102-127.

Relationship; Industrial Structure; Industrial Training; *Job Training; *Labor Force Development; Learning Strategies; Postsecondary Education; *School Business Relationship; Secondary Education; Self Evaluation (Individuals); Simulation
IDENTIFIERS- *Australia

The intent of this document is to provide teachers in vocational education and trainers in industry, commerce and government with a greater understanding of the role of vocational education and training in the current context of economic and industrial change in Australia. Following an introduction, section 1 deals with the policy context of the development of human resources and explains the challenges to vocational educators. It includes the following: (1) "Workplace Reform and Vocational Education and Training" (Geoff Hayton); (2) "The Policy Context for Vocational Education and Training" (Andrew Gonczi, Paul Hager); and (3) "Challenges Facing Vocational Teachers and Trainers in the 1990s" (Geoff Scott). Section 2 deals with strategies for developing learning in the workplace and in vocational education settings. It includes the following: (1) "Communication Competence" (Michael Kaye); (2) "Self-Paced Learning" (Lann Dawes); (3) "Self-Directed Learning" (Griff Foley); (4) "Teaching for Critical Thinking" (Paul Hager); (5) "Mentoring and Coaching" (Peter Russell); (6) "Intensive Workshops" (Hank Schaafsma, Laraine Spindler); and (7) "Learning through Play: Simulations and Games" (Elizabeth Leigh, Hank Schaafsma). Section 3, on self-evaluation and ways of assessing learning, includes the following: (1) "Assessing Standards of Competence" (Doug McCurry); (2) "Assessment in Modern Vocational Education" (Geof Hawke, Liz Oliver); (3) "Recognition of Prior Learning" (Ruth Cohen); and (4) "Self-Evaluation" (Bob Gowing, Shirley Saunders). (CML)

ED 353 436   CE 062 864

Thompson, Meryl
Key Competencies in Small Business. Focus on Communications and Maths.
PUB DATE- 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; Business Administration; *Communication Skills; *Competence; Education Work Relationship; Foreign Countries; *Job Skills; Job Training; *Mathematics Skills; Models; Needs Assessment; School Business Relationship; *Small Businesses; *Standards; Vocational Education
IDENTIFIERS- Australia

A project studied two of the six employment-related key competencies identified by the Australian Finn Review and the Mayer Committee--communications and math--in relation to small businesses. Background reading covered needs of small business and the work of key competency studies and projects, both in Australia and overseas. Project observations supported the view that small business was not simply a small version of big business. The Mayer framework of key competencies was found to work, but the result was fairly superficial and simplistic. The TAFE (Technical and Further Education) National Communication Modules framework offered a means of distinguishing between competencies that depend mostly on spoken language skills and those which depend heavily on literacy skills. Small business owners felt a simple key competency framework might be useful to small businesses in selecting new employees. Investigation

PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Citizenship; Citizenship Education; *Citizenship Responsibility; Community Responsibility; *Community Services; Federal Government; Federal Legislation; *Government Role; Human Services; Program Administration; Program Design; Program Development; Public Policy; *Public Service; School Role; *Volunteers; *Youth Programs
IDENTIFIERS- *National and Community Service Act 1990; Service Learning

This publication contains 36 short essays on the reauthorization of the National and Community Service Act. It begins with two introductory papers: "Visions of Service: The Future of the National and Community Service Act" (Sagawa, Halperin) and "Historical Background: An Overview" (Sagawa). Section I, Why Service?, contains 15 essays: "A Mandate for Liberty" (Barber); "The Challenge of Community Building" (Dirks); "Large-Scale Community Service: Two Considerations" (Etzioni); "A Source of New Leaders" (Myers); "How the National and Community Service Act Can Help Advance Education Reform" (Gomez); "Needed: A More Compelling Mission and Stronger State Organizations" (Kielsmeier); "It's a Worrisome Thing..." (Parsons); "Making Service-Learning the Center of the Debate on School Reform" (Townsend); "Moving in from the Margins" (Wutzdorff); "Our Vision of Youth Service" (Young People for National Service); "America 2000 and Service-Learning: A Promising Partnership" (Youth Service America Interns); "Youth Service: Pervasive, Local, Empowered, Positively Driven, Personally Invested" (Calhoun); "Youth Service Is Also about Changing Adults" (Halperin); "Educating for Service" (Hesburgh); and "The Heroic Search" (Sawyer). Section II, What Is Service?, has three essays: "What Is Wrong with This Picture?" (Chi); "The Critical Link between Service and Advocacy" (Hausner); and "Youth Service: The Best Solution-Strategy Around" (Wolf). Section III, Who Shall Serve?, consists of four essays: "Community Service and Student Financial Aid" (Gupta); "Linking Young and Old through Intergenerational Service Programs" (Scannell); "A Vision of Opportunity and Diversity" (Schmiegelow); and "Challenging Conventional Wisdom about Racial and Social Class Integration in Service Programs" (Stoneman). Five essays are found in Section IV, Where Are We Headed?: "Summer and Service: Transforming Youth Service into a Movement" (Briscoe); "Youth Service: Building Community" (Burkhardt); "Toward National Service as an Institution" (Eberly); "Community Service and the Transformation of the American University" (Harkavy); and "Not Only Bowls of Delicious Soup: Youth Service Today" (Karasik). Section V, How Shall We Get There?, contains nine essays: "A More Connected and Empowered Approach to Service" (Basl); "National and Community Service: Strengthening the Next Phase" (Clark); "On Advancing Community Service" (Coolidge); "A Critical Look at Educational Effectiveness" (Kong); "Incandescent Youth" (Landrum); "A Step in the Right Direction" (Quinn); "Incentives for High Quality in Service-Learning" (Schine); "The Second Half of the American Dream" (Sherraden); and "Bookends of a Strong Democracy: The National Service Trust Fund and the Social Security Trust Fund" (Brown). (YLB)

ED 353 454 CE 062 915

Kazis, Richard

the offering. Asking a yes/no question as an exclusive evaluation method for learners' achievement of objectives is inappropriate for certain types of offerings. Provision should be made for assessment of continuing education in nursing through a variety of methods. The evaluation tools selected should reflect the purposes of the offering. One factor to be considered is whether a certain performance standard is expected at the conclusion of the course. The continuing education instructor must develop some criteria against which learners' performance can be measured. A paper-and-pencil test would be appropriate to evaluate cognitive knowledge; a return demonstration on a mannequin and supervised practice would be appropriate to evaluate psychomotor skills for an intravenous therapy course. Courses that would benefit from indepth evaluation are those that provide preparation for beginning practice in a specialty area or the performance of a specialized skill. Indepth evaluation would ensure that all persons receiving a certificate have achieved a minimum set of criteria and enable participants to identify areas of strength and areas requiring further study. The evaluation tool must be tailored to the type of program. Evaluations tailored to the specific objectives of the offering are valuable in assessing its overall effectiveness. (YLB)

ED 353 472   CE 062 946

de Leeuw, David; And Others
Examples of Integrated Academic and Vocational Curriculum from High School Academies in the Oakland Unified School District.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Allied Health Occupations; *Allied Health Occupations Education; Curriculum; Curriculum Development; *Engineering; Engineering Education; High Risk Students; High Schools; *Integrated Curriculum; Journalism; *Journalism Education; *Magnet Schools; Models; Program Descriptions; Program Design; Secondary School Teachers; State Programs; Vocational Education; Vocational Schools
IDENTIFIERS- *Oakland Unified School District CA

This report provides examples of curricular integration produced by teachers in three career academies in Oakland, California. It describes ways in which academic and vocational teachers have created explicit connections between their separate subjects. Following a preface, "Oakland Academies Magnet Programs--An Overview" (Allie Whitehurst-Gordon), explains how career academies are implemented in the Oakland Unified School District. These aspects of program design are considered: student selection, program structure, community support, and district and school support. The next three sections describe the health (life science), media (humanities), and preengineering (physical science) academies. Each section begins with a description of the academy program and an outline of the 3-year sequence of courses for students in that academy. Specific illustrations of integrated curriculum are then given in detail for each academy. "Health Academy" (David de Leeuw) provides information for teachers and student worksheets on these topics: clinical applications of knowledge about the heart, vital signs lab, and family medical history. "Media Academy" (Stephen O'Donoghue, Michael Jackson) contains presented in this monograph. A number of chapters focus on assessment issues, specifically the assessment of secondary-age students, students with severe/profound handicaps, bilingual students, and preschool-age children. Other assessment chapters concentrate on intellectual assessment, personality assessment, curriculum-based assessment, vocational assessment of students with disabilities, evaluation of educational programs, reevaluations, and kindergarten screening. There are also several chapters that focus on assisting students with a variety of disabilities, including learning disabilities, motor impairments, physical handicaps, hearing loss, and visual loss. Still other topics range from adaptive behavior to social skills training, cultural considerations, and counseling issues. (NB)

ED 353 491   CG 024 709

Barona, Andres, Ed.; Garcia, Eugene E., Ed.
Children at Risk: Poverty, Minority Status, and Other Issues in Educational Equity.
PUB DATE- 90
NOTE- 337p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *At Risk Persons; *Bilingual Education; Bilingual Students; Elementary School Students; Elementary Secondary Education; Equal Education; *Ethnicity; High Risk Students; *Minority Groups; *Poverty; Secondary School Students; *Student Characteristics

This book provides a comprehensive perspective on the issues of at-risk children. Twenty individual chapters by 32 contributors include: (1) "Bilingual Education's 20-Year Failure To Provide Rights Protection for Language-Minority Students" (Keith Baker); (2) "Language-Minority Education Litigation Policy: 'The Law of the Land'" (Eugene Garcia); (3) "Development of Bilingualism: Myth & Reality" (Barry McLaughlin); (4) "Bilingual Immersion Education: Educational Equity for Language-Minority Students" (Kathryn Lindholm); (5) "Bilingualism and Cognitive Ability: Theory, Research, and Controversy" (Rafael Diaz); (6) "An Examination of Individual Factors Associated with the Academic Success and Failure of Mexican-American and Anglo Students" (J. Manuel Casas, Mike Furlong, V. Scott Solberg, Olga Carranza); (7) "A Model for Interventions with Low Achieving Minority Students" (Antoinette Halsell Miranda, Maryann Santos de Barona); (8) "Rashomon in the Classroom: Multiple Perspectives of Teachers, Parents, and Students" (Ursula Cassanova); (9) "Implementing Effective Instructional Interventions for Minority Students" (Todd Fletcher, Carlos Cardona-Morales); (10) "Recruitment and Retention of Minority School Psychologists" (Doris Benson); (11) "Critical Issues in Training School Psychologists to Serve Minority School Children" (Andres Barona, Maryann Santos de Barona, Arthur Flores, Martha Gutierrez); (12) "Achieving Equal Educational Outcomes for Black Children" (Janice Hale-Benson); (13) "Strategies and Techniques for Establishing Home-School Partnerships with Minority Parents" (Patricia Edwards); (14) "Insuring Equity in Education: Preparing School Personnel for Culturally and Linguistically Divergent At-Risk Handicapped Students" (Sandra Fradd, M. Jeanne Weismantel, Vivian Correa, Bob Algozzine); (15) "Preschool Screening of Ethnic Minority Children and Children of Poverty: Issues for Practice and Research" (Robert Pianta, Ronald Reeve); (16) "Step-by-Step Procedure for the Assessment of Language-Minority Children" has been limited in two ways. First, most studies have used student samples; second, most have used single-score measures of self-concept. The present study addresses those limitations by testing relationships between gender-role traits and a broad spectrum of components of self-concept in a noncollege sample of 104 women and 82 men. The results revealed that femininity consistently related to the Likability and Morality self-concept dimensions of the Six-Factor Self-Concept Scale; masculinity consistently related to the Task Accomplishment, Giftedness, Power, and Invulnerability dimensions of the Six-Factor Self-Concept Scale and to the Rosenberg Self-Esteem Scale and the Texas Social Behavior Inventory. Support for the adaptive value of gender-congruent traits was more evident than in studies of college students. These results point to the need to expand the scope of samples studied and the range of self-concept dimensions considered to further understanding of relationships between gender-role adoption and self-concept. (Author)

ED 353 510 CG 024 728

Susman, Ellen B.; Sanna, Lawrence J.
Self-Efficacy, Self-Evaluation, and Social Loafing.
PUB DATE- Aug 92
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Self Efficacy; *Self Evaluation (Individuals)
IDENTIFIERS- *Social Loafing

This study examined the effect of efficacy expectancy and valence of expected evaluation on social loafing (the tendency to put forth less effort when working collectively than when working individually) among 120 undergraduate students. Participants completed the Remote Associates Test. Efficacy expectancies were manipulated by varying preliminary task difficulty. Outcome expectancies were manipulated by varying the potential for self- and experimenter-evaluation on a second task. In the high-efficacy condition, participants in each of the evaluation conditions performed better than when no evaluation was possible. In the low-efficacy condition, participants in each of the evaluation conditions performed worse than when no evaluation was possible. Although previous research has shown that the valence of expected experimenter evaluation can produce differential effects on performance, this study suggests that these effects can be obtained for the valence of self-evaluation as well, even in the absence of experimenter evaluation. Findings suggest that a self-efficacy framework can account for loafing effects on both simple and complex tasks. (Author/NB)

ED 353 511 CG 024 729

Drout, Cheryl; And Others
The Effect of Peer Pressure & Modeling upon Attributions of Responsibility for Rape.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English

and controversy not only for society in general, but also for the fields of education and psychology. The purpose of this thesis is to develop an understanding of self perceptions based on major theories in the field which can arrive at a synthesis of conclusions and extrapolated recommendations leading from theory to practice. The thesis has three main thrusts. The first provides a foundational base by defining the terms self, self-concept or -image, self-esteem, and the theories behind these concepts via the literature review. The second places the terms within the context of their developmental interaction and analyzes the interrelationships and development of these three areas of self perceptions from infancy through adulthood. The third synthesizes and draws conclusions from the analysis of theories leading to the recommendations helpful for developing strategies to clarify and enhance a more positive self awareness in students. The significance of the nine conclusions drawn and the three recommendations stated are discussed in terms of their relevance for classroom practice and the field of educational psychology. Both the conclusions and the recommendations lay a foundation from which one can begin to bridge the gap currently existing between theory and practice. (Author)

ED 353 530   CG 024 748

Bean, Reynold
Individuality, Self-Expression & Other Keys to Creativity: Using the 4 Conditions of Self-Esteem in Elementary and Middle Schools.
PUB DATE- 92
NOTE- 176p.; For related guides, see CG 024 749-751.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creativity; Educational Environment; Elementary Education; *Elementary School Students; Middle Schools; *Self Esteem; *Self Expression; Teaching Methods
IDENTIFIERS- Middle School Students

This book examines the relationship between creativity and self-esteem in detail in order to help build a classroom and school environment and to design activities that will enhance creativity and self-esteem at the same time. Chapter 1 analyzes some of the obstacles to enhancing creativity in schools and proposes methods for overcoming them. Chapter 2 explores various facets of creativity that affect the classroom environment and brings up critical issues to consider when building a classroom dedicated to encouraging creative process children. The self-esteem model this book is based on is described in Chapter 3. This chapter provides a grounding in self-esteem principles that will enhance understanding of the link between creativity and self-esteem. Chapter 4 provides an indepth analysis of one self-esteem condition--the Sense of Uniqueness--and looks at how it can be nurtured in children so that their creative potential can be realized more fully. Chapter 5 offers suggestions on classroom organization, teaching methods, and curriculum to enhance creativity in all children. Chapter 6 is about the special role of the teacher. Chapters 7 and 8 are for administrators and school board members. Throughout the book there are general strategies and specific activities for practice. The appendixes provide personal arena behavior checklists and techniques for building self-esteem in the interpersonal and group arenas. (ABL) conducted to collect descriptive information from the six Osler staff members involved in the project, the school administrators, and the central administrators responsible for the support and implementation of the project about the various aspects of the literacy program. Results indicated that: (1) the general objectives addressed by the Osler staff members were both cognitive and affective in content; (2) specifically, the staff addressed reading and writing; (3) the general objectives of the school administrators were more global in nature; (4) teachers used an eclectic approach in choosing teaching strategies; (5) staff and school administrators attended staff development activities; (6) all three groups agreed that the TSA (Teacher Specially Assigned) was instrumental in getting the project off the ground; and (7) the role of the TSA in the next year was seen differently by staff members when compared to school administrators and program staff. (RS)

ED 353 550 CS 011 152

Hale, Marilyn
The Literacy Project at Maplewood High School: Year 1, 1990-91.
PUB DATE- Jun 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Foreign Countries; High Schools; High School Students; Interviews; Literacy; Pilot Projects; Program Descriptions; Program Effectiveness; *Reading Instruction; *Remedial Programs; Teacher Attitudes; Whole Language Approach; *Writing Instruction
IDENTIFIERS- Scarborough Board of Education ON

A formative evaluation was conducted during the first year of a whole language literacy project at Maplewood High School, Ontario, Canada, which serves students who have been diagnosed as functioning below grade level. Interviews were conducted to collect descriptive information from the five Maplewood staff members involved in the project, the school administrators, and the central administrators responsible for the support and implementation of the project about the various aspects of the literacy program. Results indicated that: (1) there was a consistent broad objective held by teachers and school administrators involved in the literacy project; (2) the students involved in the project were in grades seven and eight with a reading ability level of approximately grade two and often little or no writing ability; (3) teachers used an eclectic approach in choosing teaching strategies; (4) the strategies that did not work were varied; (5) some problems arose with peer evaluation; (6) all staff members and school administrators attended staff development activities; (7) the English Language Centre was the major resource used by teachers and school administrators at Maplewood; (8) the objectives will be continued for the second year; (9) there was some uncertainty whether the students in the program in the second year would also include those in grade nine; and (10) most teachers wanted the role of the TSA (Teacher Specially Assigned) to be the same the second year. (RS)

ED 353 551 CS 011 153

Abbott, Catherine; And Others
An Evaluation of the Chapter 2 Inexpensive Book Distribution Program.

Achievement; *Reading Attitudes; *Reading Difficulties; Reading Research; Sex Differences; *Student Attitudes; *Writing Attitudes
IDENTIFIERS- Trade Books

A study explored the effects of individualized, integrated language arts instruction on the attitudes of poor readers. A total of 63 elementary students participated in the study, 33 in the treatment group and 30 in the comparison group. Twice a week for a period of 12 weeks, the treatment group received reading instruction which incorporated listening, speaking, reading, and writing activities based on their interests and trade books; the comparison group received basal reading instruction. The Student Attitude Inventory was used as the pre- and post-measure. Results of groups-by-grade-level and groups-by-gender analyses of covariance using the attitude pre-measure as the covariate indicated a significant groups-by-grade-level interaction effect for self-perceptions as learners, a significant main effect for gender on the reading subarea, and a significant main effect for gender on total attitude scores. Treatment group students in the upper grades had higher self-perceptions as learners than did students in the lower grades, while comparison group students' self-perceptions were not affected. There were no significant effects on attitudes toward the subareas of listening, speaking, and writing. Findings suggest support for individualized instruction which includes the use of trade books related to students' interests in an integrated language arts approach. (Seventy references are attached.) (Author/RS)

ED 353 571 CS 011 179

Griffith, Priscilla L.; Klesius, Janell P.
Kindergarten Children's Developing Understanding of the Alphabetic Principle.
PUB DATE- Dec 92
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Developmental Stages; Graphemes; Kindergarten; *Kindergarten Children; Multiple Regression Analysis; *Phoneme Grapheme Correspondence; Phonemes; Primary Education; Reading Research
IDENTIFIERS- *Alphabetic Principle; Childrens Writing; Emergent Literacy; *Phonemic Awareness; Print Awareness

A study investigated the relationship among the linguistic units that make up spoken language, the symbols of written language, and how spoken language is mapped onto written language (the alphabetic principle). Subjects, 79 kindergarten children from 5 classrooms in 4 schools in a large southeastern school district, were tested for their knowledge of the alphabetic principle, phonemic awareness, letter name knowledge, and orthographic knowledge. Results indicated that: (1) significant amounts of the variance in understanding of the alphabetic principle can be explained by phonemic awareness and letter name knowledge; but (2) these two variables did not do a very good job of explaining the variance in scores measuring children's understanding of the orthographic patterns of written English; (3) the distribution of scores on the orthographic information measure indicated that children were aware that words did not contain numbers and that most children were able to discern mock and letters in words; and (4) children, thus, came to view the business of writing as being "risky." An important aspect of a writing workshop, then, must be to foster a place of safety, sharing, and low risk. Differences among the children, including status, power, and class, had prominent effects on the sharing time and on story content. Children at the top, for example, tended to write themselves into their stories more often. Overall, those who try workshops must pay attention to the immediate peer culture, and should articulate goals concerning the type of classroom environment in which children can write and learn well. (Seventeen references are attached.) (HB)

ED 353 591 CS 213 656

Donald, Ralph
Do's and Don'ts When Submitting Research Articles to Regional Journals.
PUB DATE- Oct 92
NOTE- 5p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Faculty Publishing; Higher Education; *Scholarly Journals; Scholarship; *Writing for Publication
IDENTIFIERS- Writing Contexts

The "do's and don'ts" for submitting articles to regional versus national journals are much the same, according to one journal editor. Do not just print a copy of a conference paper and send it to an editor. First, look up back issues of the journal to see if the paper would be appropriate for the journal. Do submit a paper to only one journal at a time, do include a cover letter, do follow appropriate procedures if the paper is to be returned, do double-space the article, and do provide the journal with the paper on a computer data disk if requested. Do expect revisions. (RS)

ED 353 592 CS 213 657

Meyer, Richard J.
Theoretical Framework for Written Language Use and Development.
PUB DATE- 5 Dec 92
NOTE- 55p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Language Usage; Models; Primary Education; *Student Development; *Writing (Composition); Writing Research; *Written Language
IDENTIFIERS- *Childrens Writing; Zone of Proximal Development

A theoretical framework of written language use and development that emerged from a two-year case study of one child's writing at home and in school during kindergarten and first grade is presented. First, the paper describes three elements which are found throughout the framework: the social web of experience, writing as relationships, and writers' agendas. Second, the paper presents the theoretical framework which consists of frequencies of occurrence of the words in the language. The effects of these variables on auditory word recognition were examined in a series of behavioral experiments employing three experimental paradigms: perceptual identification of words in noise, auditory lexical decision, and auditory word naming (i.e., pronunciation). The results of each of these experiments provided strong support for the hypothesis that words are recognized in the context of similar words in the mental lexicon. In particular, it was demonstrated that the number and nature of words in a similarity neighborhood affect the speed and ease with which words are recognized. A "neighborhood probability rule" was developed that adequately predicted identification performance. This rule, based on Luce's (1959) choice rule, combines stimulus word intelligibility, neighborhood confusability, and frequency into a single expression. Based on this rule, a model of auditory word recognition, the "neighborhood activation model," was proposed. This model describes the effects of similarity neighborhood structure on the process of discriminating among the acoustic-phonetic representations of words in memory. (Author/SR)

ED 353 611 CS 508 033

Chen, Guo-Ming
Differences in Self-Disclosure Patterns among Americans versus Chinese: A Comparative Study.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Portland, ME, April 30-May 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Chinese Culture; College Students; Communication Research; Comparative Analysis; Cross Cultural Studies; *Cultural Differences; Foreign Students; Higher Education; Interpersonal Communication; *Self Disclosure (Individuals); *Sex Differences
IDENTIFIERS- *Communication Behavior

A study investigated differences in self-disclosure, comparing patterns in Americans versus Chinese. Subjects, 198 American college students and 146 Chinese (Taiwan) students studying in the United States, completed a 200-item self-disclosure chart to target persons on special topics. Results of t-tests and analysis of variance indicated that American subjects disclosed more than did Chinese subjects on different conversational topics (opinion, interests, work, financial issues, personality, and body) and to different target persons (including parents, strangers, acquaintances, and intimate friends); and that significant differences regarding disclosure existed between American males and females regarding disclosure to acquaintance males, and between Chinese males and females regarding disclosure to intimate female friends. (Four tables of data are included; 47 references are attached.) (Author/RS)

ED 353 612 CS 508 034

Chen, Guo-Ming
Social Desirability as a Predictor of Argumentativeness, Communication Apprehension, and Communication Competence.
PUB DATE- May 92
NOTE- 21p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).

Argumentative Theme was the least frequently used. However, the argumentative introduction hones critical thinking and analytical skills, and broadens understanding of the human condition. Forensics educators, coaches, and judges should work together for the advancement of the argumentative perspective. (One table of data is included.) (SR)

ED 353 632 EA 024 404

Ford, Darryl J.
Chicago Principals under School Based Management: New Roles and Realities of the Job.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; Elementary Secondary Education; Governance; Governing Boards; Institutional Autonomy; *Job Analysis; *Principals; Quality of Working Life; *School Based Management; *Work Environment
IDENTIFIERS- *Chicago Public Schools IL

The changing role of the principal under school-based management is examined in this paper. The implementation of the Chicago School Reform Act in 1989 shifted responsibility for school governance from the Central Board of Education to school-based management councils at each of the city's schools. Interviews were conducted with 10 elementary and 4 high school principals. With regard to role changes, principals reported that they have assumed the roles of information provider and leader for their local school councils (LSCs). They also said that they must now share authority with various constitutional groups and consult with LSCs and faculty on most decisions. They have greater discretion over budgeting and flexibility in programming, but experienced the following negative changes in the work environment: longer hours; lack of job security; accountability to 10 new bosses; and additional responsibilities without pay. External factors that affected principals' work included an underfunded system and an unresponsive central office. Other issues to be addressed are the need to delegate tasks and share accountability. A summary table is included. (Contains 6 references.) (LMI)

ED 353 633 EA 024 408

Hoppe, Patricia Anne
A Knowledge-Based Expert System Which Assists Non-Profit Organizations in Fund-Raising Software Selections.
PUB DATE- Jun 92
NOTE- 149p.; M.S. Exit Project, University of Oregon.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Computer Software; *Computer Software Development; *Computer Software Selection; Database Management Systems; Elementary Secondary Education; *Expert Systems; *Fund Raising; *Nonprofit Organizations

Outcomes of a project designed to develop the knowledge base necessary for creating an expert system that would help nonprofit organizations select fund-raising software are

Panama, Colorado, Florida, Hawaii, Idaho, Kansas, Mississippi, Montana, Oregon, Pacific Jurisdictions, Washington, and Wyoming) working with the school-based management process Onward to Excellence (OTE), which seeks to improve student performance. This 1992 supplement contains information only about those schools not profiled in previous editions of the directory (1988-91). Questionnaires were sent to 550 participating schools not included in the 1991 directory, of which a total of 211 responded: 125 elementary schools, 29 middle/junior high schools, 33 high schools, and 24 multilevel schools. School entries are listed according to education level. Each school entry contains information about the school contact person, the OTE status of use, school level, number of students, area (e.g., small city, suburban), student population (composition, free/reduced lunch, mobility), school improvement goals and their progress status, and practice clusters. Most schools have goals that focus on improving student academic achievement, and approximately one-half of the schools report no current formal assessment in use. The schools are indexed by effective schools research practice clusters, practice clusters selected by schools, and goal and content areas selected by schools. (LMI)

ED 353 651 EA 024 579

Odden, Allan R., Ed.
Rethinking School Finance: An Agenda for the 1990s. The Jossey-Bass Education Series.
PUB DATE- 92
NOTE- 357p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Policy; Incentives; School Based Management; *School Restructuring

This book lays the groundwork for rethinking school finance in the context of new educational policy directions for the 1990s. Proposed educational reforms have created several school finance issues: (1) the linkage between the basic school finance structure, educational goals, and the cost of effective schoolwide strategies; (2) site-based budgeting; (3) teacher compensation; (4) accountability systems that include school-based performance incentives; and (5) school choice funding. Ten chapters address important topics in school financing reform. Drawing on research and compensation strategies used in the private sector, the book discusses not only the various financial dimensions of school reform issues, but also describes the programs adopted by the states and school districts to address them. Chapters include the following: "School Finance and Education Reform: An Overview," by Allan R. Odden; "Restructuring Teacher Compensation Systems," by Allan R. Odden and Sharon Conley; "Financing Middle School Reform: Linking Costs and Education Goals," by David D. Marsh and Jennifer M. Sevilla; "Promoting School-Based Management: Are Dollars Decentralized Too?" by Priscilla Wohlstetter and Thomas Marshall Buffett; "Using Incentives to Promote School Improvement," by Lawrence O. Picus; "Investing Education Dollars: Do We Need a 'Dow Jones Index' for America's Schools?" by James W. Guthrie; "Financing Public School Choice: Policy Issues and Options," by Allan R. Odden and Nancy Kotowski; "Reducing Disparities Across the States: A New Federal Role in School Finance," by Allan R. Odden and Lori Kim; "Supporting on school effectiveness; (2) superintendency success stories are worth noting and replicating; (3) superintendents must understand organizational dynamics in order to balance chief executive officer (CEO) leadership with empowerment reform; and (4) the political and environmental contexts affect the superintendency. Evidence of the new role is found in the current press toward improved CEO training. It is concluded that whatever reforms transpire in CEO training, there will surely be a renewed emphasis on the practical realities of leading schools toward quality improvement in the workplace. A 78-item bibliography is included. (LMI)

ED 353 671 EA 024 604

Ashby, Dianne E.
Mentoring for Administrator Renewal. Occasional Papers: School Leadership and Education Reform. OP #1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Educational Administration; Elementary Secondary Education; Interprofessional Relationship; *Leadership Styles; *Management Development; *Mentors; *Professional Development; State Programs
IDENTIFIERS- *Illinois

Findings of a study that examined the effects of a statewide mentoring program for Illinois principals are presented in this paper, with a focus on the reasons for principals' behavior changes. Methodology involved interviews with six pairs of mentors and proteges, site observations, and artifact collection. Conclusions are that: (1) principals respond to a personalized midcareer renewal; (2) principal development should be an individualized process that emphasizes issues of identity and adaptivity; (3) mentoring is an interpersonal relationship based on mutual respect and trust; (4) every principal changed to some degree from directive to shared decision-making leadership styles; (5) planned project mentoring can have an important role in principals' professional growth but must be implemented with care; and (6) the principals' midcareer crisis problem has been overlooked. Three tables and a 45-item bibliography are included. (LMI)

ED 353 672 EA 024 607

Watson, Leonard E.
Management Development for Education: The Changing Role of Higher Education.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Educational Cooperation; *Educational Quality; Foreign Countries; *Free Enterprise System; Higher Education; *Management Development; Masters Degrees; *Masters Programs; Role of Education
IDENTIFIERS- *England

This paper considers trends in the relationship between English institutions of higher education and those who participate in

DESCRIPTORS- *Budgeting; *Budgets; *Educational Finance; Elementary Secondary Education; Expenditures; Income; *Public Schools; *Resource Allocation; *School Funds; State Action; State Departments of Education; State Legislation
IDENTIFIERS- *North Carolina

This budget summary document provides detailed listings of the allocation of funds for the North Carolina Department of Public Instruction for 1992-1993. The first sections include the state superintendent's budget recommendations, a description of the fiscal year in review, a mission statement, organizational goals, and legislative initiatives for 1992. Following sections contain the anticipated and appropriated revenue for the general fund, appropriated budgets by agency for state-administered federal programs, and the state public school fund, the critical school facility needs fund, trust funds, and intragovernmental service funds. Appendices contain a 1992 legislative summary, legislative special provisions, federal programs, historical and salary data, and a glossary. (LMI)

ED 353 691 EA 024 641

Resource Guide for Staff Development.
PUB DATE- Aug 92
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Personnel Directors; *Personnel Management; *Professional Development; Resource Materials; *Staff Development; *State Programs
IDENTIFIERS- *Georgia

This guide summarizes information and procedures from recent research on staff development and provides examples of staff development practices in Georgia school systems. Section 1 describes a new vision for staff development, with a focus on student development as a strategy for organizational change. Section 2 looks at the expanding role of the staff developer and the competencies that are important for effective performance. The third section examines the factors of change, considerations for personnel development, strategies for whole-school development, and key themes in successful change. Information to help staff development educators deal with diverse and ambiguous situations involved in initiating staff development programs is offered in section 4. Issues and practices in implementation and institutionalization are discussed in the fifth and sixth sections. Section 7 provides information on staff development programming in Georgia, with a focus on its history, legislative guidelines, and pertinent forms. Section 8 offers a range of resources, including references, professional associations, a glossary, and information on distance learning and the Georgia Education Leadership Academy. A detailed school-focused staff development guide is provided in the final section. Three figures and a 5.5-page bibliography are included. (LMI)

ED 353 692 EA 024 642

Facilities Planning Guide for Successful Secondary Schools.
PUB DATE- Mar 91
NOTE- 51p.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cerebral Palsy; Definitions; Early Intervention; *Educational Needs; Elementary Secondary Education; Etiology; Incidence; Preschool Education; *Symptoms (Individual Disorders)

This fact sheet on cerebral palsy is offered in both English and Spanish. First, it provides a definition and considers various causes (e.g., an insufficient amount of oxygen reaching the fetal or newborn brain). The fact sheet then offers incidence figures and explains characteristics of the three main types of cerebral palsy: spastic, athetoid, and ataxic. It briefly discusses developmental, educational, and employment implications. These include the value of early identification and intervention. (DB)

ED 353 714 EC 301 745

Mental Retardation: General Information. Fact Sheet Number 8 = El Retraso Mental; Informacion General. Fact Sheet Number 16.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; Early Intervention; *Educational Needs; Elementary Secondary Education; Etiology; Handicap Identification; Incidence; *Mental Retardation; Preschool Education; Student Characteristics; *Symptoms (Individual Disorders); Teaching Methods

This fact sheet on mental retardation is offered in both English and Spanish. First it provides the federal definition of mental retardation and discusses components of the definition. Causes of mental retardation are briefly noted, and incidence figures are provided. Typical characteristics of people with mental retardation are mentioned. Educational implications are noted, including the importance of early identification and intervention; the value of modifying instruction to meet individual needs; and use of such teaching strategies as using concrete materials, providing consistent feedback, and stressing success. Also listed are three print resources and four organizations. (DB)

ED 353 715 EC 301 746

Down Syndrome: General Information. Fact Sheet Number 4 = El Sindrome de Down: Informacion General. Fact Sheet Number 15.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; *Downs Syndrome; Early Intervention;

context of literacy acquisition and of the social contexts of adolescent literacy are also reviewed. Suggested applications include stressing the daily communicative functions of literacy; providing tutoring services for street youth in their own milieu; working with the whole person, especially with adolescents with low basic skills; spending a high proportion of time actually reading and writing and discussing what is read and written; building on background information and experience; and integrating speaking and listening with reading and writing. Implications for hearing-impaired adolescents are identified. (Contains 71 references.) (DB)

ED 353 733 EC 301 764

Askov, Eunice N.; And Others
Adult Literacy, Computer Technology, and the Hearing Impaired.
PUB DATE- May 89
NOTE- 42p.; In: Literacy and the Hearing Impaired Conference Proceedings (Washington, DC, May 18-20, 1989); see EC 301 760.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Adult Literacy; American Sign Language; *Computer Assisted Instruction; Computer Oriented Programs; Educational Needs; Educational Technology; English (Second Language); Functional Literacy; *Hearing Impairments; *Literacy Education; Reading Instruction; Research Needs; Technological Advancement; Whole Language Approach; Writing Instruction; Writing Processes

This paper looks at computer technology's current and potential role in developing literacy in hearing impaired (HI) adults. First, the paper considers findings of adult literacy research including the national impact of illiteracy, functional literacy, communication and thinking skills, the whole language approach, the process approach to writing, and functional context instruction. Second, the specific literacy needs and skills of the HI population are reviewed. Considered are the need for improved literacy levels for HI adults, characteristics of HI adults, language development, American Sign Language and English as a Second Language, bilingual instruction, and benefits of literacy programs for HI adults. Third, the use of technology in adult literacy programs is discussed, covering the novelty of technology, advantages and disadvantages of using computer technology, development of computer technology for the hearing impaired, technology implementation in educational programming, and availability and development of computer software. Recommendations include: (1) further research and development applying findings in adult literacy to the special needs of the hearing-impaired population; (2) careful evaluation of the effectiveness of pilot projects; (3) teacher training and technical assistance in computer technology; and (4) communication with ongoing projects and organizations to share information. (Contains 68 references.) (DB)

ED 353 734 EC 301 765

Withrow, Frank B.
Literacy and the Hearing Impaired: Living, Moving, Dynamic Text.
PUB DATE- 19 May 89
NOTE- 13p.; In: Literacy and the Hearing Impaired Conference Proceedings (Washington, DC, May 18-20, 1989); see EC 301 760.
LANGUAGE- English

Pisarchick, Sally E.; And Others
Planning. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
SPONS. AGENCY- Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE- 92
NOTE- 592p.; For related documents, see EC 301 785-792. Title on the first of two cover pages varies slightly.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Teacher Education; Curriculum Development; *Disabilities; Early Intervention; Educational Environment; Educational Philosophy; *Educational Planning; Family School Relationship; *Inservice Teacher Education; Preschool Education; *Program Development; Special Education; Special Education Teachers
IDENTIFIERS- Project Prepare OH

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on planning preschool programs. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises: goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module is designed to assist in the writing of a preschool program philosophy, the selection of developmentally and exceptionality-appropriate curriculum, and the establishment of a preschool environment appropriate for both typically developing children and those with disabilities. The module also covers data collection, recordkeeping, program evaluation, and the role of planning in establishing interpersonal interactions that support the development of young children. (Contains approximately 40 references.) (DB)

ED 353 751 EC 301 785

Pisarchick, Sally E.; And Others
Managing Behaviors. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
SPONS. AGENCY- Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE- 92
NOTE- 654p.; For related documents, see EC 301 784-792. Title on the first of two cover pages varies slightly.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

syndrome, are seen at high risk for health-related behavioral and developmental problems. A list of 14 interventions includes: focus on de-labeling; encourage early prenatal care; provide drug rehabilitation for parents; enhance parenting skills; prepare early childhood professionals across discipline boundaries; provide ongoing continuing education for professionals working with infants and toddlers; continue interagency collaboration; prepare early childhood special educators to understand and use assessment scales; and provide a caring environment for the caregiver, interventionist, infant, child, and family. Barriers to implementing these strategies include lack of adequate funding for full implementation of the Individuals with Disabilities Education Act and the need for states to examine and define practices and policies for managing education and related health care issues. (DB)

ED 353 768 EC 301 802

Bullock, Lyndal M.; And Others
Examination of Issues Related to In-Service Programming for Personnel Working with Children Who Are Prenatally Exposed to Drugs and Alcohol.
PUB DATE- 92
NOTE- 13p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Alcoholism; Children; Community Programs; *Congenital Impairments; *Early Intervention; Elementary Secondary Education; Handicap Identification; Infants; *Inservice Education; Labeling (of Persons); Parent School Relationship; *Prenatal Influences; Preschool Education; Prevention; Staff Development; *Substance Abuse; Teamwork; Young Children
IDENTIFIERS- *Fetal Drug Exposure

This paper defines issues concerned with the needs of children prenatally exposed to alcohol and drugs, delineates solutions, and identifies obstacles and barriers. The primary issue is seen to be identifying those individuals and services likely to contact these infants and young children and to provide such individuals with appropriate training so that early identification is facilitated. Alternative solutions are considered in the context of the importance of the community for planning and development of prevention and intervention services. Among recommendations are expansion of the role of Interagency Coordinating Councils to address all needs of children, schools' use of team building models from business, and emphasis in inservice programs on the topics of collaboration and improving partnerships with parents. Obstacles and barriers are noted, such as avoidance of the problem by many school systems. Service providers are urged to stress interagency collaboration and to avoid stigmatizing children by labeling. (DB)

ED 353 769 EC 301 803

Crow, Robert E.
Perspectives on Research in Alcohol and Drug Abuse As It Relates to Special Education and Personnel Preparation.

ED 353 790 FL 020 261

Ferguson, Gibson; Maclean, Joan
Assessing the Readability of Medical Journal Articles: An Analysis of Teacher Judgements.
PUB DATE- 91
NOTE- 15p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Difficulty Level; *English (Second Language); Foreign Countries; Interrater Reliability; *Medical Research; *Readability; *Scholarly Journals; Statistical Analysis; Syntax; Vocabulary

This study is the first stage of a wider enquiry into alternative ways of assessing the readability of specialist texts. The interest in assessing these texts arose from the need to grade 60 medical journal articles for an individualized English-as-a-Foreign-Language reading scheme for doctors. The study reports on an investigation of subjective judgements of difficulty by "expert" raters. This involved the identification of possible components of difficulty and their independent assessment and scoring by five raters. Subsequent analysis focused on the structure and reliability of these judgements. Preliminary results of the data analysis indicate that four out of the seven components possessed satisfactory levels of inter-rater reliability and that syntactic and lexical difficulty as assessed by the raters may be the best predictors of overall difficulty. Finally, there is statistical evidence that the putative judgement by the raters of seven discrete components may be more adequately modelled as the assessment of two "latent" components of difficulty. (Author/JL)

ED 353 791 FL 020 262

S'hiri, Sonia
Literary Discourse and Irony: Secret Communion and the Pact of Reciprocity.
PUB DATE- 91
NOTE- 18p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Irony; *Literary Devices; *Literary Genres; *Reading Comprehension; *Written Language

This paper explores some of the characteristics of literary discourse (interaction, dialogism, and reciprocity between authors and readers on the one hand, and the multilayeredness of the levels of discourse, on the other) in their relation to the communication of verbal irony as a form of secret communion, drawing particularly on Sperber and Wilson's approach to the subject. The role of genre-related expectations, the notions of Given and New, and mutual knowledge in comprehension is also touched upon, especially in relation to irony in literary discourse. (Contains 29 references.) (Author)

ED 353 792 FL 020 424

to the design of achievement and proficiency tests. The challenge for teachers is to maintain the balance of function and form. An 18-item bibliography is included. (MSE)

ED 353 817 FL 020 898

Schnell, Jim
The Need for Listening Theory When Teaching English as a Second Language: A Case Study in China.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Freshmen; *Communication Problems; Cultural Context; *English (Second Language); Foreign Countries; Higher Education; *Interpersonal Communication; *Listening Comprehension; *Listening Skills; Second Language Instruction; Skill Development; *Student Attitudes; Surveys; Theory Practice Relationship
IDENTIFIERS- *China

A survey of 20 university students of English as a Second Language in China revealed lack of understanding of the role of listening in communication. Students believed they had good understanding of English vocabulary but had difficulty understanding a speaker's main ideas. Only a minority agreed that listener feedback affects the speaker's message. This situation is attributed to the Chinese method of language teaching that emphasizes vocabulary development but neglects interpersonal communication. A need for greater emphasis on development of listening skills, particularly on the effect of cultural factors and of high and low context on interaction, is seen. A recommended strategy is to teach theoretical considerations that can enhance understanding of the listening process, focusing on general rather than specific listening skills, listening distractions (factual, semantic, mental, physical), listening distortions (need for inference, personal reflection on meaning and message, listener expectation), criteria affecting listener response (listener purpose, knowledge, skills, attitudes), and active listening techniques (listening to understand and provide feedback, avoiding strong judgments about speaker statements, listening for content and feelings, restatement to ensure understanding). It is noted that listening instruction can be incorporated in distance learning as well as classroom instruction. (Contains 14 references.) (MSE)

ED 353 818 FL 020 899

Strong, Gregory
Curriculum Implementation in China.
PUB DATE- 7 Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Communicative Competence (Languages); Curriculum Design; *Educational Strategies; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; Intercollegiate

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; Allied Health Occupations; Clerical Occupations; Entry Workers; Equipment Maintenance; *Job Analysis; *Job Skills; Machine Repairers; National Surveys; Nurses Aides; *Occupational Information; Office Occupations Education; Research Methodology; *Secretaries; Task Analysis; Vocational Education; Word Processing
IDENTIFIERS- Job Literacy; *Literacy Audits

The Job Literacy Project used the same adult literacy framework as the National Assessment for Educational Progress (NAEP) research and began the process of applying the framework to the world of work. The NAEP framework consisted of three scales: prose, document, and quantitative. The project tested a new methodology called Job Literacy Analysis, a modification of the job analysis procedures. The five jobs selected for study were entry-level positions in three clusters: service (food service worker, nurse assistant), administrative support (secretary, word processor), and mechanics, installers, repairers (data processing equipment repairer). Job Literacy Analysis resulted in a job literacy description, which included a representative collection of the most important materials required for competent performance on the job and the relevant (linked) tasks associated with those materials. Actual literacy materials used by job incumbents and information about how they are used were gathered during personal interviews. The materials were analyzed and reduced to a representative set of materials. The draft job literacy description was reviewed by job experts and revised. A survey containing literacy materials, related tasks, and rating scales regarding use and importance of materials and tasks was distributed nationally to verify experts' judgments. The important literacy materials and related tasks were included in the final job literacy description. (Contains 26 references.) (YLB)

ED 353 363 CE 062 388

The CSIS Strengthening of America Commission, First Report.
PUB DATE- 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Economic Progress; *Educational Change; *Finance Reform; Human Resources; Industrial Structure; Inservice Education; *Job Training; Labor Economics; *Labor Force Development; Productivity; School Restructuring; Secondary Education; Staff Development; Vocational Education

Although the United States has the largest economy in the world, it has vulnerabilities. The growth rate of productivity has slowed. The U.S. net national savings rate is at an all-time low. The nation's educational system is performing well below the best international levels. A disenchanted electorate views federal institutions with increasing cynicism and mistrust. The Strengthening of America Commission proposes a specific blueprint for action to get the nation's fiscal house in order that combines budget deficit reduction with the replacement of the current tax code by a progressive consumption-based tax. The commission recommends three principal initiatives to support a human resources investment strategy: a new system of national standards at the secondary school level; expanded programs of training and apprenticeships for students who enter outlines the steps involved in completing each stage. The section on developing partnerships identifies some key partners and structures for achieving their involvement. The section on developing curriculum describes some structures for assessing and organizing input from a variety of sources. The section on teaching the class presents a curricular model with specific examples of daily classroom activities. The section on assessment and evaluation describes a variety of assessment tools and discusses their advantages and disadvantages. The conclusions section offers a preliminary analysis of the program's results and summary of program effectiveness. Appendixes include sample course outlines and lesson plans, registration and evaluation forms, and a selected bibliography divided into work force skills (59 items), background theory (47), and practitioner resources (20). (YLB)

ED 353 381 CE 062 772

Caverly, David C.; And Others
Testing for Certification at Work: An Instructional Program Guide for Equipment Operators.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 117p.; For related documents, see CE 062 769-773.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Certification; Classroom Techniques; Community Involvement; *Curriculum Development; *Driver Education; Equipment Utilization; Instructional Materials; *Job Skills; Job Training; *Literacy Education; Program Development; Program Guides; Program Implementation; Reading Skills; School Business Relationship; *Student Evaluation; Vocational Education
IDENTIFIERS- *Commercial Drivers License; *Equipment Operation; Workplace Literacy

This program guide documents an equipment operator's job family curriculum that develops competence in generic work force education skills through Commercial Driver's License minicourses. An annotated table of contents lists a brief description of the questions answered in each section. An introduction presents a program abstract and a guide overview. The remainder of the guide is structured according to the four stages in the process of setting up a work force instructional program: partnership building, curriculum development, actual instruction, and evaluation. A detailed table of contents to each section outlines the steps involved in completing each stage. The section on developing partnerships identifies some key partners and structures for achieving their involvement. The section on developing curriculum describes some structures for assessing and organizing input from a variety of sources. The section on teaching the class presents a curricular model with specific examples of daily classroom activities. The section on assessment and evaluation describes a variety of assessment tools and discusses their advantages and disadvantages. The conclusions section offers a preliminary analysis of the program's results and summary of program effectiveness. Appendixes include sample course outlines and lesson plans, registration and evaluation forms, and a selected bibliography divided into work force skills (59 items), background theory (47), and practitioner resources (20). (YLB) the classroom. (Contains 21 references.) (CML)

ED 353 400   CE 062 808

Pucel, David J.
Technology Education: Its Changing Role within General Education.
PUB DATE- 6 Dec 92
NOTE- 32p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 6, 1992). For a related document, see CE 062 807.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Appropriate Technology; *Curriculum Development; General Education; Junior High Schools; Program Development; Science and Society; Scientific and Technical Information; *Technological Advancement; *Technological Literacy; *Technology Education; *Technology Transfer
IDENTIFIERS- *Technological Methods

Changes in society and work have led to reconsideration of the role schools should play in preparing students to become technologically literate. Technological literacy is part of cultural literacy. Technologically literate people have common sense knowledge of technology, understanding how technology evolves to satisfy human needs. The role of evolving technology can be understood through the "technological method," which has the following steps: (1) identify an unmet human need requiring a technical solution; (2) clarify the specific technical problem; (3) identify relevant existing technical methods and knowledge; (4) invent a probable solution; (5) determine the social acceptability and economic feasibility of the solution; (6) modify the solution if needed to maximize efficiency and acceptability; and (7) implement the solution. The implications for revitalizing the technology education curriculum in schools are as follows: (1) technology education has a legitimate role in the school curriculum; (2) technology education will not be able to justify a position in the school curriculum by doing better what it has done in the past; (3) both academic and technology education have worthy content; (4) curricula should focus on the technological method; (5) technology education should justify its inclusion because of valuable unique content; and (6) teachers must be taught to modify and incorporate new philosophy and content into their programs. (Contains 25 references.) (CML)

ED 353 401   CE 062 809

Second Wind: Bringing Good Coping Skills Materials to More Adult Students. Final Narrative Report and Coping Skills for Adults Series.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 160p.; For related documents, see CE 062 810-811.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Coping; Daily Living Skills; *Death; Decision Making; Demonstration Programs; Divorce; *Health Promotion; Individual Power; *Interpersonal Competence; Locus of Control; Love; Marriage; Mental Health; Parent Child

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Apprenticeships; *Disadvantaged Youth; Dropout Programs; Educational Needs; Education Work Relationship; *Employment Programs; *Federal Programs; Hearings; *Job Training; Minority Groups; *Program Effectiveness; Unions; Urban Areas; Young Adults
IDENTIFIERS- *California (Fresno); Congress 102nd; *Job Corps

This document reports the oral and written testimony of witnesses who appeared before a House of Representatives hearing centered on the accomplishments of the Job Corps and the need for a new Job Corps center in Fresno, California. (The Job Corps is a 25-year-old program that trains disadvantaged youth and places them in jobs.) Witnesses, who included federal and local officials, and business and union representatives, testified that the Job Corps has had a long record of accomplishments and that having a Job Corps center in Fresno would be good for the area, which has a high dropout and youth unemployment rate. They strongly urged the establishment of a Job Corps center in the city. (KC)

ED 353 419 CE 062 836

Welfare to Work. States Serve Least Job-Ready while Meeting JOBS Participation Rates. Report to the Honorable Daniel Patrick Moynihan, U.S. Senate.
PUB DATE- Nov 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Compliance (Legal); *Disadvantaged; Eligibility; *Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Participation; Postsecondary Education; Program Effectiveness; *Welfare Recipients
IDENTIFIERS- *Job Opportunities and Basic Skills Program

A review was conducted of two issues related to the participation rate requirements of the Job Opportunities and Basic Skills (JOBS) component of the Family Support Act of 1988: (1) the extent to which states have served those most at risk of long-term welfare dependency--the least job-ready--relative to other Aid for Families with Dependent Children (AFDC) recipients; and (2) the extent to which states have provided this targeted group of welfare recipients with education and training rather than job search activities for fiscal year 1991. Data reviewed included reports of monthly data for October 1990 through September 1991 for 49 states and the District of Columbia reported to the Department of Health and Human Services. These reports included information on the number of target and nontarget group families served each month, as well as on the placement of these families in the various JOBS activities available. Some of the results of the evaluation were the following: (1) concerns that JOBS participation-rate requirements may be discouraging states from serving the least job-ready AFDC recipients, including providing them with education and training, are not supported by the review of data--all but one state met the 7 percent participation rate and all spent at least 55 percent of their JOBS budgets on target group members; (2) of the AFDC recipients served by states in JOBS during the period, 62 percent were target group members; (3) these target group members were most often placed in education of the communications and math competencies needed to comply with work-related legislation indicated the levels required to understand and act appropriately were high. The study found some small business managers functioned with much lower levels. Two broad approaches were recommended to reduce this perceived skills gap: training and servicing. Both approaches seemed to be needed. Recommendations were made for vocational education and training, small business management and training, and state-sponsored small business corporations and centers. (A 93-item bibliography and list of consultations are appended.) (YLB)

ED 353 437 CE 062 866

Mills, Paul; Cesnich, Janine
Occupational Outlets for Middle Level Training. What Is the Future of Middle Level Training?
PUB DATE- 92
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accounting; *Employee Attitudes; *Employment Opportunities; Engineers; Foreign Countries; Hospitality Occupations; *Job Training; Labor Force Development; Mechanical Design Technicians; *Paraprofessional Personnel; Postsecondary Education; School Business Relationship; School Community Relationship; Vocational Education
IDENTIFIERS- *TAFE (Australia)

This project intended to determine whether a middle-level employment base existed in manufacturing and service industries in South Australia and to examine current trends and future directions of middle-level (paraprofessional) vocational training. The study used the following methods: literature review; labor market analysis; surveys of accounting (n=171), mechanical engineering (n=139), and hospitality management (n=107) industries; graduate surveys (169 accounting, 128 engineering, and 54 hospitality graduate respondents); case studies; and discussions with unions and industry representatives. Conclusions concerning the future of middle-level training included the following: (1) a significant employment base exists in Australia for persons undertaking middle-level training; (2) employers in industry valued on-the-job experience rather than academic qualifications when recruiting or promoting staff; (3) middle-level training programs need to promote the idea of greater female participation, especially in management; (4) award restructuring may further consolidate the employment base and increase opportunities for credit for prior learning; and (5) middle-level training needs to be marketed more effectively to the business community. (Appendices contain the following: courses reviewed, definitions of target occupations, survey methodology, industry and graduate questionnaires, case study questions, list of contacts, and 64 references.) (CML)

ED 353 438 CE 062 867

Chapman, Greg; Smallwood, Jan
Students' Perceptions of TAFE. A Study of School Students' Views of TAFE as a Post-School Option.
PUB DATE- 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test,

Improving the Transition from School to Work in the United States.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demonstration Programs; *Education Work Relationship; Federal Aid; *Federal Government; *Government Role; High Schools; Job Skills; Job Training; Policy Formation; *Public Policy; *Transitional Programs; Unemployment; Vocational Education; *Youth Employment; Youth Problems

National Longitudinal Survey on Youth data indicate a large proportion of each youth cohort is still struggling in the labor market in their early 30s. Unemployment spells of long duration are common. A future problem is scarcity of needed skills in the kinds of jobs that will have to be created if the nation's economy is to regain its competitive edge. The United States' lack of a system of school-to-work transition is an obstacle to achieving the goal of getting the most out of each worker. Program models that illustrate "best practice" in the integration of school and work tend to cluster in two general categories: programs built around curricular approaches that bring work and career issues into the classroom and programs that get young people out of the classroom and into work and the labor market. Consensus is developing in the literature and among practitioners on basic building blocks of an effective career preparation system that underlie four recommendations for federal policy: (1) encourage continued experimentation with and learning from diverse school-to-work programs; (2) support development of the basic elements of a national skills training system; (3) focus federal resources on employer participation and teacher development; and (4) use its authority and resources to promote a new vision of government's role. (Appendixes include a 32-item bibliography and "A Memorandum on the Youth Transition" by Paul Barton.) (YLB)

ED 353 455 CE 062 916

Slotnick, H. B.; And Others
Adult Learners on Campus.
PUB DATE- 93
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Students; College Students; Higher Education; *Nontraditional Students; *Student Attitudes; Student College Relationship; Student Evaluation of Teacher Performance; Student Motivation

A 3-year study described older-than-average full-time students at the University of North Dakota and compared them to traditional-age students on that campus and to their older-than-average counterparts nationally. From a sample of 100 students in each of 6 categories (young adult, adult, undergraduate, graduate, and professional), 69% responded. The study's findings included the following: (1) older-than-average students spent more hours than traditional-age students working at outside jobs and domestic responsibilities; (2) although most traditional-age students attend college so they can take on a first career, older than average students attend because they are changing careers or to gain new skills and knowledge to be used in their materials for teachers, procedures, and example(s) of student work for book of essays, book of bimodal biographies, student magazine, and advertising project. "Pre-Engineering Academy" (Carl Hertenstein) provides materials for engineering graphics, descriptive geometry, and physics I, II, and III. (YLB)

ED 353 473 CE 062 950

Vocational Education and Training in Europe. A Four-Country Study in Four Employment Sectors.
PUB DATE- 92
NOTE- 74p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auto Mechanics; Building Trades; Construction (Process); Educational Administration; *Educational Development; Educational Planning; Electricians; Electronic Technicians; Engineering; Foreign Countries; Job Skills; *Job Training; Postsecondary Education; Tourism; Travel; *Vocational Education
IDENTIFIERS- England; *European Community; France; Germany; Italy; Netherlands; Wales

This report provides an overview of vocational education and training systems in major European countries that is useful to practitioners and planners in further education. The first part provides brief descriptions of the vocational education and training systems in four countries: France, Germany, Italy, and the Netherlands. By way of comparison, a description of vocational education and training in England and Wales has been included, following those of the four countries which were studied as part of the project. The main text for each country explains courses and qualifications and the various progression routes open to students, examines planning and administration of vocational education and training, and highlights current developments and issues. Each country text is accompanied by an inset providing information about the national economy. Tables list and define training levels in France and give the gross domestic product of the four countries and other leading industrialized nations. For comparison, a description of vocational education and training in England and Wales is included. The second part provides summaries of training in four employment sectors: construction, electrical and electronic engineering, motor vehicle mechanics, and travel and tourism. These summaries provide an industry profile and information on skill trends and curriculum concerns or implications for education and training. A brief conclusion summarizes practice across the four countries and the United Kingdom in four areas of concern to curriculum planners: participation, specialization, flexibility, and continuing education. (YLB)

ED 353 474 CE 062 965

Ott, Attiat F.
Assessing State-Level Job Training Coordination: A Survey Design and Methodology Based upon the Massachusetts Experience. Research Report No. 92-01.
PUB DATE- Dec 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

(Linda Caterino); (17) "Identifying the Culturally Diverse Gifted Child" (Cheryll Pearson, Stephen DeMers); (18) "Use of Projective Techniques in the Assessment of Hispanic School Children" (Andres Barona, Arthur Hernandez); (19) "Perspectives on Language Proficiency Assessment" (Arnulfo Ramirez); and (20) "Use of Achievement Tests with Non-Native English-Speaking Language-Minority Students" (Daniel Ulibarri). (NB)

ED 353 492   CG 024 710

Christenson, Sandra L., Ed.; Conoley, Jane Close, Ed.
Home-School Collaboration: Enhancing Children's Academic and Social Competence.
PUB DATE- 92
NOTE- 545p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Academic Achievement; Elementary School Students; Elementary Secondary Education; *Family School Relationship; *Interpersonal Competence; Secondary School Students; *Student Improvement

This book emphasizes the importance of collaboration between the school and the home/parents in enhancing the possibilities for students' success. Twenty-four individual chapters by 45 contributors include: (1) "Family Systems and the School" (William Doherty and Vida Peskay); (2) "Home-School Collaboration: Effects, Issues, and Opportunities" (Sandra Christenson, Theresa Rounds, and Mary Jo Franklin); (3) "Parent Involvement and Success for All Children: What We Know Now" (Susan McAllister Swap); (4) "Partners or Adversaries? Home-School Collaboration across Culture, Race, and Ethnicity" (Larke Nahme Huang and Jewelle Taylor Gibbs); (5) "Home-School Processes in Diverse Ethnic Groups, Social Classes, and Family Structures" (Sanford Dornbusch and Philip Ritter); (6) "Parent Education as a Means for Improving the School Achievement of Low-Income African-American Children" (Craig Frisby); (7) "Characteristics of Parent-Professional Partnerships" (Carl Dunst, Charlie Johanson, Theresa Rounds, Carol Trivette, and Debbie Hamby); (8) "Competence Enhancement Training for Children: An Integrated Child, Parent, and School Approach" (Gerald August, Deborah Anderson, and Michael Bloomquist); (9) "From Blame to Solutions: Solution-Oriented Family-School Consultation" (Cindy Carlson, Julia Hickman, and Connie Burrows Horton); (10) "The Family-School Collaboration Project: Systemic Interventions for School Improvement" (Howard Weiss and Martha Edwards); (11) "School-Based Interventions for Infants and Toddlers in a Family Setting" (Martha Farrell Erickson); (12) "Home-School Partnerships and Preschool Services: From Self-Assessment to Innovation" (Kathleen Paget and Susan Chapman); (13) "An Embedded Curriculum Approach for Teaching Students How to Learn" (Kenneth Kiewra); (14) "Training Parents to Facilitate Homework Completion: A Model for Home-School Collaboration" (Daniel Olympia, William Jenson, Elaine Clark, and Susan Sheridan); (15) "Behavioral Intervention: A Home and School Approach" (Richard Wielkiewicz); (16) "How to Deal with Difficult School Discipline Problems: A Family Systems Approach Adapted for Schools" (Michael Valentine); (17) "Involving Parents in the Special Education Process" (Joan Silverstein, Judith Springer, and Nancy Russo); (18) "Leadership Skills for School Psychologists: Improving Parental Involvement in Multidisciplinary Team Interactions" (E. Scott Huebner); (19) "A Public School for Students with Autism and Severe Handicaps"

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *College Students; Higher Education; *Peer Influence; *Rape; Sex Differences; Social Influences; *Student Attitudes
IDENTIFIERS- *Blame; Guilt

This study examined the relationship of social influence to attributions of responsibility for rape. Subjects, 86 male and female college students, the majority of whom were 18-22 years old, read a scenario describing an incident of rape at a fraternity party. Situations of varying presence and absence of modeling were portrayed, although in all scenarios the woman was raped by her partner and three fraternity brothers. Several measures were used to assess attributions of responsibility. Subjects were asked to rate the extent to which the perpetrator and the brothers were guilty of rape. Taken together the findings suggest that when rape occurs after the modeling of the same behavior toward the same victim by others, the perpetrator is judged to be more guilty, more callous toward the victim, and more deserving of punishment than when the same behavior occurs without such social influence. The fact that allowing oneself to be influenced by peer pressure does not result in the perception of greater guilt, callousness, and punishability suggests that these assessments are not elicited by the perpetrator's malleability in the face of social influence. In addition, results reveal that changes in the level of social influence acting upon the perpetrator can affect the perceptions of the victim's role in the incident even when the victim's own behavior is held constant. (ABL)

ED 353 512 CG 024 730

Reiss, Albert J., Jr., Ed.; Roth, Jeffrey A., Ed.
Understanding and Preventing Violence.
PUB DATE- 93
NOTE- 488p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Alcohol Abuse; At Risk Persons; *Behavior Patterns; Drug Abuse; Family Violence; *Social Control; Social Problems; *Violence
IDENTIFIERS- Firearms

The diverse research on the patterns and characteristics of violent behavior in the United States is assessed by a panel of experts in this monograph. The monograph describes what is known about certain types of violence, details insights into risk factors for violence in individuals and situations, and recommends new research efforts with short- and long-term outcomes. Part I focuses on violent human behavior. It includes chapters on the diversity of violent human behavior and patterns of violence in American society. Part II focuses on understanding violence. It includes chapters on the perspectives on violence; alcohol, other psychoactive drugs, and violence; violence in families; and firearms and violence. Part III focuses on harnessing understanding to improve control. It includes chapters on expanding the limits of understanding and control and recommendations for understanding and controlling violent human behavior. References are included with each chapter. Tables, graphs, and references are included throughout the monograph. The appendices include articles on the development of an individual potential for violence and

ED 353 531 CG 024 749

Bean, Reynold
Honesty, Perseverance & Other Virtues: Using the 4 Conditions of Self-Esteem in Elementary and Middle Schools.
PUB DATE- 92
NOTE- 213p.; For related guides, see CG 024 748-751.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Ethical Instruction; *Ethics; Middle Schools; *Self Esteem; Teaching Methods; Values Education
IDENTIFIERS- Middle School Students; *Virtues

This book is about understanding ethics and morality. It is about helping children have higher self-esteem by teaching them what makes them good, noble, special and worthy of respect from others as well as self-respect. Chapter 1 discusses how schools can stand for something, how students and teachers experience meaning and purpose in their school lives, and how the school environment can reflect the values and goals espoused by the school and exemplify the virtues children are learning the classroom. Chapter 2 examines the role of virtue in children's lives. It discusses what understanding and being able to label their virtues can mean to children and how virtues can be viewed as a learned skill. Chapters 3 and 4 provide solid grounding in understanding the relationship between teaching about virtue and enhancing self-esteem. Chapter 5 contains worksheets that explain a specific virtue to children, ask them questions about how they have experienced it, and list notable people who represent that virtue. Chapter 6 shows how to think about virtue as a theme for classroom use and how to apply that theme throughout the regular curriculum at every grade level. Chapter 7, for the administrator, shows how administrative action contributes to creating a climate that supports teaching about virtue and helps a school stand for something. Chapter 8 is for the school board and discusses creating a respectful climate. The appendixes provide a "who's who" that correlates with chapter 5, a 200-item list of biographies for children, and a checklist and lists of techniques related to building self-esteem. (ABL)

ED 353 532 CG 024 750

Bean, Reynold
Positive Risks, Challenges & Other Paths to Success: Using the 4 Conditions of Self-Esteem in Elementary and Middle Schools.
PUB DATE- 92
NOTE- 175p.; For related guides, see CG 024 748-751.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Individual Power; Middle Schools; *Self Esteem; *Success; Teaching Methods
IDENTIFIERS- Middle School Students; *Student Empowerment

This book examines sources of disempowerment in classrooms and schools and suggests ways to deal with them. This book shows how to build children's feelings of competence, control and influence by understanding and increasing their self-esteem. Chapter 1 looks at the barriers to overcome in empowering children. It examines how numerous forces at work in the

SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; Financial Support; Preschool Education; Program Descriptions; *Program Effectiveness; Program Evaluation; Reading Materials; *Reading Programs; Reading Research; Recreational Reading
IDENTIFIERS- Education Consolidation Improvement Act Chapter 2; *Inexpensive Book Distribution Program; *Reading Is Fundamental; Reading Motivation

This report describes and evaluates the Chapter 2 Inexpensive Book Distribution Program (IBDP), a federal program designed to motivate children from age three to high school to read, and the Reading Is Fundamental (RIF) organization--the sole contractor of the IBDP. Following an executive summary, an introductory section presents basic characteristics of the RIF program as well as its background and legislative history, and offers a literature review. The second section of the report describes the national administration of the RIF program, including RIF funding sources, the organizational structure of RIF, and specific RIF functions. The third section of the report describes local RIF projects, including local project requirements, and characteristics and administrative practices of local RIF projects. The last section of the report discusses two options for alternative ways to allocate federal funds to local RIF projects: (1) requiring RIF to make the development of financial self-sufficiency of local RIF projects an immediate priority; and (2) requiring RIF to distribute federal funds to only those local RIF projects serving children least likely to have access to books. (Eleven tables of data, three figures of data, and two brief descriptions of local programs are included; a copy of the IBDP law and amendment, a program renewal proposal form, notes on data presented in the third section of the report, and a population data sheet are attached.) (RS)

ED 353 552   CS 011 154

Trenholm, Dorothy S.
What Is the Effect of Traditional Language Teaching Method versus Whole Language Teaching on Learning Sentence Structure?
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Dropout Programs; English Instruction; *High Risk Students; High Schools; High School Students; Instructional Effectiveness; Literature Reviews; Public Schools; Reading Research; *Sentence Structure; Urban Education; *Whole Language Approach
IDENTIFIERS- *Chicago Public Schools IL

A study examined the effect of a whole-language-type program for learning sentence structure with high school students in a dropout prevention program. Subjects, 60 students in a Chicago, Illinois public school dropout prevention program, were randomly assigned to a control or experimental group and were administered a diagnostic pre- and posttest on parts of speech and sentence structure. The experimental group was taught by phonemic awareness rarely developed in the absence of letter name knowledge. Instructionally the implications are that experimentation with paper and pen may be as important to the literacy development of children as is reading. (Six tables and three figures of data.) (RS)

ED 353 572 CS 011 180

McMahon, Susan I.
Book Club Discussions: A Case Study of Five Students Constructing Themes from Literary Texts. Elementary Subjects Center Series No. 72.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Childrens Literature; Discourse Analysis; *Discussion (Teaching Technique); Grade 5; Intermediate Grades; Peer Groups; *Reader Response; *Reading Instruction; Reading Research; Student Journals; Teacher Role; *Whole Language Approach
IDENTIFIERS- *Book Clubs; Historical Fiction; Student Led Activities; Theme (Literary)

A study investigated the development of theme as five fifth-grade students read children's literature, recorded their responses in logs, and discussed their ideas in small, student-led peer groups. The five students met together as one group over the course of 5 weeks as they read historical fiction focused on Japan during World War II. Data included student logs, transcripts of their discussions, field notes, and student interviews. Results indicated: (1) student thinking about themes presented by texts varied over time; (2) instruction played a key role in the development of response; (3) students needed multiple means through which to express their response and developing ideas about theme; and (4) teachers need not dominate student interactions to insure they comprehend text and develop a sense of relevant themes. Findings suggest that students' ideas, as represented through their logs and discussions, develop as a result of increased opportunities to read, write, think about, and discuss the ideas presented in texts and that instruction should include such opportunities within reading programs. (Three tables representing original and revised predictions of students about the stories they read and five figures of students' drawings of events in the stories are included; 61 references and an explanation of transcript notations are attached.) (Author/RS)

ED 353 573 CS 011 181

Parecki, Andrea; And Others
Examining "Feedback" as a Context for Literacy Learning among Students Identified as Learning Disabled.
PUB DATE- Dec 92
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Case Studies; Characterization;

three basic parts: determinants, components, and themes of written language. Third, the paper discusses written language activity within the theoretical framework. Fourth, the paper examines writers' experience in the light of this theoretical framework. The paper concludes with a brief discussion of some implications of a theoretical framework of this nature. Six figures representing various aspects of the framework and one table presenting a summary of the thematic analysis showing differences between home and school writing of the young first-grade writer are included; a list of 51 references is attached. (RS)

ED 353 593   CS 213 659

Frazer, Timothy C.; Livingston-Webber, Joan
"Midwestern" English: U.S. and World Perspectives.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Dialect Studies; Higher Education; Language Variation; Linguistics; *North American English; *Oral English; *Pronunciation; Social Dialects; *Standard Spoken Usage; Textbook Content
IDENTIFIERS- Cultural Myths; *English (Midwest); Speech Research

Students of English around the world are commonly taught according to one of two models, "British" English, and "American" English. Indeed, there is a persistent popular myth (present in many linguistics and second-language texts) that a single "Midwestern" variety of American English exists. The usage of the term "Midwest English" can be traced to the political ideology of the Yankees who settled around the Great Lakes region and promoted their dialect as "General American." Scholarship, however, shows that the Yankees' inland northern dialect is, in fact, confined to a small part of that region usually called the Midwest in the United States. The variation patterns of spoken English in this region are very complex. Demographics across the region are also highly complex, and dipthong variations are often extreme. The assumption that this region speaks a single dialect also ignores 60 years of research in dialect geography and urban sociolinguistics. A review of a few of the studies demonstrates that the so-called "Middle Western" part of the United States is home to several varieties of English and is not the linguistic monolith suggested by many handbooks. (HB)

ED 353 594   CS 213 662

Armstrong, Karen
Response to Literature: A Retrospective Look at the Research.
PUB DATE- 7 Dec 91
NOTE- 17p.; Based on a doctoral dissertation, University of British Columbia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Educational History; Educational Trends; Higher Education; *Literature; *Reader Response; *Reader Text Relationship; *Reading Research; *Research Methodology

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Communication Skills; Higher Education; *Interpersonal Communication; Predictor Variables; Social Desirability; Undergraduate Students
IDENTIFIERS- *Argumentativeness; Communication Behavior

A study investigated the relationships between social desirability (the tendency to seek socially and culturally approved behaviors) and argumentativeness, communication apprehension, and communication competence. Using R. Strahan and K. C. Gerbasi's Social Desirability Scales, from a pool of 259 undergraduate students, 70 students were identified as high social desirability individuals and 96 as low social desirability individuals. Both groups completed three instruments measuring argumentativeness, communication competence, and communication apprehension. Results indicated that the high social desirability individuals tend to be more apprehensive, more competent, and less argumentative in the process of communication. (One table of data is included; 45 references are attached.) (Author/RS)

ED 353 613 CS 508 035

Sellnow, Timothy L.; And Others
Evaluating Internships and Overcoming Program Concerns and Constraints.
PUB DATE- 31 Oct 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Degree Requirements; Educational Innovation; *Experiential Learning; Graduate Study; Higher Education; Masters Degrees; *Masters Theses; Program Descriptions; *Speech Communication; Student Evaluation
IDENTIFIERS- *North Dakota State University

Responding to persistent complaints made by graduate students whose goals did not include college teaching, the department of communication at North Dakota State University (NDSU) in 1991 expanded its internship offerings into the graduate program in the form of the Applied Thesis Option. Justification provided by the department to the graduate dean for this experiential learning experience focused on the claim that the Applied Thesis actually provided benefits that were not available from the traditional thesis approach, and the endorsement of such an option from the communication discipline. The approach found to be effective at NDSU includes three general steps: goal setting; reading the environment; and reflecting. There are four steps in the evaluation process: (1) approval by the major advisor; (2) approval of the prospectus by the student's examining committee; (3) approval of the final project by the student's examining committee; and (4) approval by the graduate school. The finished project papers from the first two graduate students to elect this option received high praise from the graduate dean. (RS)

ED 353 614 CS 508 036

presented in this paper. When the system is completed, its components will ask the user for information that will assist in determining the organization's administrative needs and will then make recommendations for the software most appropriate for meeting that organization's fund-raising needs. The project involved two separate studies, called respectively, the "Laboratory Study" and the "After Study." The first phase of the laboratory study developed a model query system based on the developer's personal knowledge. The second phase involved a literature review focused on software selection and fundraising software. During the after study, personal interviews were conducted with a total of three representatives: one each from a small, medium, and large organization. Telephone interviews were conducted with nine representatives: three each from a small, medium, and large organization. The after study expert system that was designed following field research incorporated the information gathered in the previous stages but added several more software features for incorporation into the query component. In summary, the after study model differed from the laboratory model in the following ways: it has more software features; the size of the organization is not considered in the queries; references have been placed in the software database; and organizational objectives are determined before using the query system. Appendices contain the laboratory induction table and expert system; a list of United Way agencies and the associated annual budget; a list of questionnaire features; interview questions; a review of fund-raising software and their features; records of the field structure of the software features database and software description database; and the expert system code and dialog. A list giving definitions of terms is also included. (Contains 13 references.) (LMI)

ED 353 634 EA 024 421

Kirkpatrick, David W.
Choice in Schooling: A Case for Tuition Vouchers.
PUB DATE- 90
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010), Historical Materials (060), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Bureaucracy; *Educational Change; Educational Demand; Educational Objectives; *Educational Vouchers; Elementary Secondary Education; Excellence in Education; *Private Schools; *Privatization; Public Education; Public Schools; Public Sector; *School Choice
IDENTIFIERS- *Alum Rock Union School District CA

The educational reform movement produced only incremental improvements in student achievement, prompting a need for greater focus on structural and cultural aspects of school organization. Parental choice is the necessary element for successful school reform in the future. The public educational system that has evolved in America is widely perceived to be a failure: Efforts to assist low-income families and students have largely failed, and academic performance has not benefitted from present priorities. An examination of the history of public schooling and various alternatives, the consequences of court decisions regarding public and private schooling, and the results of multiple surveys suggests that a school voucher system would foster decentralization and accountability, extend opportunities to low-income families, and give parents a reason to support continued funding of education. These conclusions are supported by the few pilot

School-Linked Children's Services," by Michael W. Kirst; and "Toward the Twenty-First Century: A School-Based Finance," by Allan R. Odden. Endnotes accompany the articles. (LMI)

ED 353 652 EA 024 581

Odden, Allan R., Ed.
Education Policy Implementation. SUNY Series in Educational Leadership.
PUB DATE- 91
NOTE- 375p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Objectives; *Educational Policy; Educational Research; Elementary Secondary Education; Politics of Education; *Program Administration; *Program Implementation; *School Restructuring

The educational policy implementation process is examined in this book, which shows how policy implementation has evolved through several stages during the past 25 years. The first two stages primarily addressed macro-implementation issues of whether and how policies initiated at higher levels of government became implemented in school districts and schools. The third stage, which has just begun, includes various attempts to improve local educational systems rather then just create new categorical programs at the margin. Themes of the book are that: (1) today's policy objectives and programs are more complex and comprehensive than simple "lack of capacity and will" problems; (2) state and federal initiatives rather quickly affect local practice; and (3) there is still a need for more information on effective strategies for restructuring the overall education system. Articles include the following: "The Evolution of Education Policy Implementation, by Allan R. Odden; "Title I of ESEA: The Politics of Implementing Federal Education Reform," by Jerome T. Murphy; "The Utility of a Longitudinal Approach in Assessing Implementation: A Thirteen-Year View of Title I, ESEA," by Michael Kirst and Richard Jung; "The Maturation of Redistributive Programs," by Paul Peterson, Barry Rabe, and Kenneth Wong; "Interaction of State and Federal Programs," by Mary T. Moore, Margaret E. Goertz, and Terry W. Hartle; "Cumulative Effects of Federal Education Policies at the Local Level," by Michael S. Knapp, Marian S. Stearns, Brenda J. Turnbull, Jane L. David, and Susan M. Peterson; "Thinking About Program Quality," by Allan R. Odden; "The Rand Change Agent Study: Ten Years Later," by Milbrey Wallin McLaughlin; "Getting the Job Done: Alternative Policy Instruments," by Lorraine M. McDonnell and Richard F. Elmore; "Learning from Experience: Lessons from Policy Implementation," by Milbrey Wallin McLaughlin; "Research on Education Reform: Lessons on the Implementation of Policy," by Susan Fuhrman, William Clune, and Richard Elmore; "Implementation of the California Mathematics and Science Curriculum Frameworks," by David D. Marsh and Allan R. Odden; "Ideas and Values in Implementation Analysis: The Case of Teacher Policy," by Lorraine M. McDonnell; "School Restructuring: Implementing Middle School Reform," by David D. Marsh and Patricia S. Crocker; "Legislative Oversight of Education Policy Implementation," by Patricia Wohlstetter; and "New Patterns of Education Policy Implementation and Challenges for the 1990s," by Allan R. Odden. A 30-page bibliography is included. (LMI)

ED 353 653 EA 024 582

them. It is suggested that a move from a client-professional toward a customer-provider relationship has occurred. A drawback of the client-professional model is the creation of unequal power relationships; the customer-provider relationship is in danger of changing academic standards to meet customers' demands. The partnership model is offered as an alternative arrangement based on mutual recognition and dependence, although a number of factors make it difficult to maintain both quality and economic viability. Regarding the future, higher education's response to greater autonomy under considerable economic constraint will take the form of accredited activities within the employing organization in a partnership framework. This will create differentiation of the marketplace into two sections: (1) those seeking active partnerships in which high standards are maintained, and (2) those seeking width rather than quality. This, in turn will lead to differentiation within and between universities with educator administration programs, thus continuing the current trend that respects some master's degrees more than others. (LMI)

ED 353 673 EA 024 609

Marsh, David D.
Change in Schools.
PUB DATE- Nov 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; *Decentralization; *Educational Change; Educational Innovation; Elementary Secondary Education; Organizational Change; *Program Implementation; *School Based Management; School Restructuring

Ways in which strategies drawn from the local change process literature can enhance the broader implementation of a new approach to site-based management (SBM) are described in this paper. The first section presents a new conceptual framework for SBM that is based on decentralizing power, knowledge, information, and rewards within systemic redesign of the educational system (Lawler and Mohrman 1992). The second section offers a review of local change literature, highlighting six complementary "lenses"--implementing innovations, linking policy and practice, local change strategies, teacher professional culture and institutional norms, change as a holistic journey, and changes in individuals. Section 3 proposes strategies drawn from the local change process literature for implementing the new vision of SBM. The final section concludes that: (1) weak implementation processes have contributed to SBM's lack of effectiveness; (2) SBM requires a robust implementation process; and (3) new forms of knowledge and information linked directly to student outcomes are needed. (Contains 50 references.) (LMI)

ED 353 674 EA 024 610

Smith, Francie
Family Violence: Educational Implications and Recommendations.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Battered Women; *Child

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Design Requirements; *Educational Facilities; *Educational Facilities Planning; *Facility Guidelines; Facility Improvement; *Facility Planning; *Facility Utilization Research; High Risk Students; *High Schools; High School Students
IDENTIFIERS- *Maryland

Guidelines designed to help Maryland facilities planners, educators, and community members make informed choices about the types of facilities they will provide for secondary education services are presented in this document. The guide first describes the characteristics of at-risk students and presents an overview of dropout prevention programs. Specific facilities recommendations are presented for promoting academic achievement, open access, personal development, and career exploration/development. Other factors of school effectiveness to consider are school size and recognition of different learning styles. The rest of the document provides a planning process outline, 14 design and planning references, a checklist of recommendations, square footage requirements, and a model student house and high school designs. One table is included. The appendix contains the 1991 Maryland School Facilities Conference program. (Contains 26 references.) (LMI)

ED 353 693 EA 024 643

Wheeler, Arthur E.
Air Cleaning Devices for HVAC Supply Systems in Schools. Technical Bulletin.
PUB DATE- Dec 92
NOTE- 9p.; Bulletin prepared in part with funds from the American Lung Association of Maryland, the Carrier Corporation, and the Farr Company.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Air Conditioning; *Air Conditioning Equipment; Air Flow; Air Pollution; Elementary Secondary Education; Environmental Standards; *Equipment Maintenance; *Hazardous Materials; Public Health; *School Buildings; *Ventilation
IDENTIFIERS- *Air Quality; *Maryland

Guidelines for maintaining indoor air quality in schools with HVAC air cleaning systems are provided in this document. Information is offered on the importance of air cleaning, sources of air contaminants and indoor pollutants, types of air cleaners and particulate filters used in central HVAC systems, vapor and gas removal, and performance standards for air filters. Tips for upgrading the cost effectiveness of air filters and for maintaining and purchasing them are also provided. Three figures and three tables are included. (LMI)

ED 353 694 EA 024 644

Communicating about Restructuring: A Communications Kit.
PUB DATE- 91
NOTE- 114p.

*Educational Needs; Elementary Secondary Education; Employment Potential; Etiology; Individual Differences; Preschool Education; Special Health Problems; Student Characteristics; *Symptoms (Individual Disorders); Teaching Methods

This fact sheet on Down Syndrome is offered in both English and Spanish. First it provides a definition and description of this syndrome, noting its etiology in a chromosomal abnormality. Incidence figures are then given. Typical characteristics of people with Down Syndrome are listed. Commonly associated health-related problems are noted, including a lowered resistance to infection, the presence of heart defects, the condition of Atlantoaxial Instability (a misalignment of the neck vertebrae), and a tendency toward obesity. Educational and employment implications are briefly considered. These include the value of an infant development/early intervention program, the wide range of individual differences, and the need to use teaching strategies which emphasize concrete concepts rather than abstract ideas. (DB)

ED 353 716 EC 301 747

Fox, Carol
Shriners Hospital Spinal Cord Injury Self Care Manual.
PUB DATE- 89
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Attendants; Drug Therapy; Hospitalized Children; Hospitals; *Hygiene; *Individual Development; *Injuries; *Neurological Impairments; Nutrition; Occupational Therapy; Physical Therapy; Recreation; *Rehabilitation; Rehabilitation Programs; *Self Care Skills; Sexuality; Social Services
IDENTIFIERS- Shriners Hospitals for Crippled Children CA; *Spinal Cord Injuries

This manual is intended for young people with spinal cord injuries who are receiving rehabilitation services within the Spinal Cord Injury Unit at Shriners Hospital (San Francisco, California). An introduction describes the rehabilitation program, which includes family conferences, an individualized program, an independent living program, discharge to a special transition apartment, return to the community, and periodic reevaluation and ongoing training. Other introductory information covers diagnostic tests, the daily schedule, the therapy schedule, Unit policies, activity attendance rules, and the patient's rights and responsibilities. Later chapters present information on: (1) the nervous system and spinal cord injury; (2) skin care; (3) bladder care; (4) bowel care; (5) nutrition; (6) the respiratory system and care; (7) circulation; (8) complications of spinal cord injury; (9) medications; (10) physical therapy; (11) occupational therapy; (12) recreation therapy; (13) social services; (14) attendant care; (15) sexuality; and (16) equipment maintenance. A glossary is also provided. (DB)

ED 353 717 EC 301 748

Tu, Jho-Ju; Shih, W. K.
Compendium of Transition Model Programs, 1992.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Perception; Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Hearing Impairments; Interactive Video; *Language Acquisition; Literacy; *Literacy Education; Reading Instruction; *Technological Advancement; Visual Learning; Visual Perception; Writing Instruction

This paper compares the visual and auditory perceptual systems as bases for communication systems, reviews advances in computer technology, and considers implications for literacy among persons with hearing impairments. It is pointed out that the primary language skills of hearing individuals are developed through speech and language (auditory perception) and then transferred to the written form (visual perception), and that visual communication systems inherently contain some ambiguities (among them the irregularities of English spelling). Studies suggesting that the printed word is the most stable of the visual symbols used by hearing-impaired children are noted. Technology is seen as an important potential ally in the language development of children with hearing impairments, through providing new and different experiences that associate language symbols with prior experience. Specific computer programs and interactive video programs are described. It is stressed that the computer programs being developed for literacy training for the hearing impaired should involve increasing the amount of linguistic interaction available to the child. (DB)

ED 353 735 EC 301 766

Taylor, Steven J.; And Others
Permanency Planning for Children with Developmental Disabilities in Pennsylvania: The Lessons of Project Star and Executive Summary.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adopted Children; *Adoption; Children; Child Welfare; *Developmental Disabilities; Disabilities; Family Relationship; Long Range Planning; Placement; *Policy Formation; Program Development; Program Implementation; *Public Policy; Social Services
IDENTIFIERS- Pennsylvania (Pittsburgh); *Permanency Planning (Foster Care); *Project STAR PA

This report examines "permanency planning" and "special needs adoption" for children with disabilities, based on the experience of Project STAR in Pittsburgh, Pennsylvania. Project STAR (Specialized Training for Adoption Readiness) was established in 1985 to provide support services for families of children with disabilities and to locate alternative family placement for children who cannot live with their birth families. Project STAR's adoption services fall into five categories: permanency assessment and preparation of child; family recruitment and preparation; family and child preplacement/placement; post-placement services; and post-finalization services. Factors accounting for the success of Project STAR's adoption efforts are outlined, such as offering

(055)
DESCRIPTORS- *Behavior Change; Communication Skills; *Competency Based Teacher Education; Curriculum Development; *Disabilities; Early Intervention; Educational Environment; Educational Philosophy; Family School Relationship; *Inservice Teacher Education; Interpersonal Competence; Preschool Education; *Self Control; Self Esteem; Social Integration; Special Education; Special Education Teachers; Student Behavior
IDENTIFIERS- *Behavior Management; Project Prepare OH

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on behavior management and development of self control. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module offers activities to increase understanding of the following factors of behavior management: the environmentally sound preschool; developmentally appropriate behavior; the least restrictive setting; and collaboration with families. The module stresses preventive approaches to foster the development of self control in the areas of social competence, self-esteem, systematic interventions, and communication skills in all children, as well as knowledge of when and how to seek additional help. (Contains 30 references.) (DB)

ED 353 752   EC 301 786

Pisarchick, Sally E.; And Others
Family Collaboration. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
SPONS. AGENCY- Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE- 92
NOTE- 393p.; For related documents, see EC 301 784-792. Title on the first of two cover pages varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Teacher Education; Curriculum Development; *Disabilities; Early Intervention; Educational Philosophy; Family Characteristics; Family Environment; *Family Involvement; Family Problems; *Family School Relationship; *Inservice Teacher Education; *Parent Teacher Cooperation; Preschool Education; Special Education
IDENTIFIERS- *Family Needs; Project Prepare OH

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on family collaboration. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles of the

PUB DATE- 92
NOTE- 12p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Education; Alcoholism; Behavior Change; *Change Strategies; Drug Abuse; Drug Education; Early Intervention; Elementary Secondary Education; Information Dissemination; Prevention; Research Methodology; *Research Needs; *Special Education Teachers; *Substance Abuse; *Teacher Education; Teacher Role

This paper reports on group discussion by 11 leaders in special education and related disciplines on research in alcohol and drug abuse, in relationship to the preparation of special education personnel. Five main themes emerged from the discussion: (1) prevention and drug education must be put into high gears; (2) systems change efforts, including incentives for manpower development and retention, should be acted on with a high priority; (3) special education should do what it does well, that is change behavior and not be distracted into drug counseling; (4) the major functional features of early intervention should be utilized to guide refinements in much of special education; and (5) meaningful research and dissemination are needed in topics of alcohol and drug abuse. Participants prioritized research topics related to: defining the issue (highest rated topics were research on the impact of substance abuse on learning and memory, and validation of treatments); alternative solutions (highest priorities were given to research on family-focused intervention methods, and staffing and staff training); and obstacles, barriers, and inhibitors (recommended research needs included wider use of individual/single subject research methods and more funding of decision making). (DB)

ED 353 770 EC 301 815

Johnson-Martin, Nancy M.; And Others
The Carolina Curriculum for Infants and Toddlers with Special Needs. Second Edition.
PUB DATE- 91
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Basic Skills; Child Development; Curriculum; *Developmental Tasks; *Disabilities; *Early Intervention; Infants; Motor Development; Object Permanence; Preschool Education; Self Help Programs; Sequential Approach; Toddlers

This revised curriculum is designed to provide intervention strategies for both professionals and paraprofessionals to use with children with disabilities who are functioning in the birth to 24-month developmental range. The curriculum is based on normal sequences of development but does not assume even development across domains. The curriculum recognizes the importance of teaching adaptive skills that temporarily or permanently replace normal skills as necessary. The curriculum

Key, Mary Ritchie
Sobre prestamos y clasificaciones linguisticas (Regarding Borrowing and Linguistic Classification).
PUB DATE- 88
NOTE- 7p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Languages; Contrastive Linguistics; Etymology; Foreign Countries; *Language Classification; *Linguistic Borrowing; Uncommonly Taught Languages; Vocabulary

This article explores the traditionally accepted etymologies of several lexical borrowings in the indigenous languages of the Americas within the framework of comparative linguistics and linguistic classification. The first section presents a general discussion of the problem of tracing lexical borrowings in this context. The section features a discussion of onomatopoeic items in the lexical inventory of a number of indigenous languages in South, Meso- and North America. (SR)

ED 353 793 FL 020 555

Guy, Bonnie S.
Dismantling Self-Imposed Trade Barriers Revisited: The Role of Language Development Ten Years Later.
PUB DATE- Mar 92
NOTE- 23p.; Paper presented at the Annual Eastern Michigan Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 26-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Business Administration Education; College Students; Continuing Education; *Cross Cultural Studies; Cultural Awareness; Educational Attitudes; Educational Needs; Educational Trends; Elementary Secondary Education; Followup Studies; Higher Education; High Schools; High School Students; Industry; International Trade; *Language Attitudes; *Language Proficiency; *Second Language Learning; *Student Attitudes; Surveys; Trend Analysis

A review of literature, an update of a similar 1982 study, investigated attitudes and actions of United States high school and college students and within the business community concerning the need for language study and cross-cultural competence to promote competitiveness in international trade. Progress is seen as mixed: overall, achievements in increasing foreign language competence and cross-cultural awareness are inadequate. Americans' geographic literacy has improved little. Businesses rank foreign language skills among the least important hiring criteria. Workers see language skills as irrelevant in corporate reward systems and provide workers with little language or cross-cultural training. However, some encouraging changes in the educational infrastructure, and to some extent in the corporate environment, are found. International studies are receiving more attention at the high school and college levels, although they remain largely Eurocentric. Language training among businesspeople is increasing slowly. Specific programs at the levels of elementary, secondary, higher, and continuing education illustrate movement in a positive direction. Further development of these efforts and others is recommended. A 27-item bibliography is included. (MSE)

Cooperation; International Cooperation; *Language Teachers; Program Descriptions; Second Language Instruction; *Teacher Education; Teaching Methods
IDENTIFIERS- *Canada China Language Centre BC; *China

New methods of English second language instruction are being introduced in China through cooperative efforts between Chinese and overseas universities. One of these programs is the Canada-China Language Centre, a joint effort of St. Mary's University (Nova Scotia, Canada) and China's Beijing Normal University (BNU). It provides testing, English and French language training, and cross-cultural preparation for Chinese professionals who will receive technical training and academic study in Canada, and works to improve the quality of English language teaching at BNU. To facilitate introduction of communicative teaching methodology, Canadian and Chinese teachers are paired for planning, mutual observation, team teaching, and discussion of teaching strategies. The program began in 1983, and early surveys revealed skepticism about the acceptance and usefulness of the communicative methodology in Chinese classrooms. As a result, a new, comprehensive curriculum was developed to accommodate Chinese teaching methods. Problem-based communicative activities are followed by language-focused consolidation activities. The technique of creative automatization incorporates traditional language teaching techniques into an interactive, communicative classroom. The curriculum themes are based on Canadian culture. Pair and group work, semantic mapping, and classroom discussion, techniques unfamiliar to most Chinese teachers, are used. A 33-item bibliography is included. (MSE)

ED 353 819 FL 020 902

Notes on Linguistics, 1992.
PUB DATE- 92
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiotape Recordings; Biblical Literature; Bilingualism; Book Reviews; Computer Oriented Programs; Computer Software; Conference Proceedings; Equipment Evaluation; *Language Patterns; *Language Research; *Linguistics; *Linguistic Theory; Morphology (Languages); Phonology; *Research Methodology; Second Language Learning; Syllables; Syntax; Technical Writing; Tone Languages

This document consists of the four issues of this quarterly linguistics and language research serial issued during 1992. Typical significant articles include: "The Indispensable Tape Recorder" (Geoffrey Hunt); "Analysis of Tone Systems" (Eunice V. Pike); "Sentence Repetition Testing for Studies of Community Bilingualism: An Introduction" (Carla F. Radloff); A Good Phonology Program" (Geoffrey Hunt); "Formal Linguistics and Field Work" (Daniel L. Everett); "Language and Communication" (John W. M. Verhaar); "Focus Shift Problem" (Howard W. Law); "Syllable-Based Hyphenation" (David Weber); "Project '95 Now? A Vision" (Arnd Strube); "Some Guidelines for Writing Linguistic Survey Papers" (2 parts) (Thomas M. Tehan); "Report on Tape Recorder Quality" (Ernie Zellmer); "A Few Practical Tips for Using CECIL" (Mike Cahill); "Terminal 2/2 in Language Learning" (Sue Wright); "Linguistics: An In-House Thing? A Diary Entry" (John Verhaar). Conference reports, book reviews, and professional announcements are also included. (MSE)

ED 353 820 FL 020 903

the work force directly after secondary school and expanded work force training programs; and a comprehensive effort to promote school readiness in young children. The commission also recommends that the government provide an economic environment that helps strengthen the U.S. industrial base. To help break the gridlock in government, the commission recommends structural reforms within the executive and legislative branches. (Appendixes include the following: meeting agendas; staff and working group lists; 128-item bibliography divided into sections concerning capital formation, fiscal policy, human resources, manufacturing and technology, and making Washington work; and separate opinions of commission members.) (YLB)

ED 353 364 CE 062 477

Project LEAP: The Labor Education Achievement Program. A Program To Improve the Literacy Level and Productivity of the Workforce. Final Project Report. April 1, 1990-June 30, 1991.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Jun 91
NOTE- 103p.; For related documents, see CE 062 478 and CE 062 788-789. Media coverage samples will not copy well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations Education; Basic Skills; *Competency Based Education; Computer Assisted Instruction; Curriculum Development; Curriculum Guides; Food Service; Inservice Education; Labor Education; *Labor Force Development; *Literacy Education; Skill Development; Staff Development; Student Recruitment; Unions
IDENTIFIERS- *Workplace Literacy

The Labor Education Achievement Program (LEAP) exceeded its recruitment and enrollment goal for April 1990 to June 1991. The number of union workers receiving services was 697 in 59 classes at 20 sites. Recruitment success was made possible by the use of the communication networks of the Baltimore AFL-CIO Metropolitan Council of Unions and public service announcements. The instructional design for individual classes at various sites was flexible and related to the literacy analysis and needs identified jointly by the project and the local union and management representatives. The project also piloted a computer learning center. Participant support included child care stipends, transportation support, and informal counseling, support, and advocacy. Curriculum guides were developed in food-related industries and health-related occupations. Workplace-specific, competency-based literacy instruction was provided. Retention rates varied from site to site, from a high of 100 percent to a low of 47 percent with a program average of 67 percent. (Appendixes include the following: an evaluation that reports strong collaboration, accessible instruction, and well-established support services as project strengths and measurement of job retention, performance, and advancement as areas needing improvement; media coverage; sample evaluation activities; sample marketing and promotions; recognition ceremony and student awards; and dissemination activities.) (YLB)

ED 353 365 CE 062 478

ED 353 382 CE 062 773

McBride, Pamela G., Ed.; Johnson, Margaret L., Ed.
Student Voices: Writings from the Workforce Instructional Network.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 117p.; For related documents, see CE 062 769-772.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Career Exploration; Computers; Creative Writing; *Education Work Relationship; Employment Opportunities; *Job Search Methods; *Literacy Education; School Publications; *Student Developed Materials; Student Participation; *Student Publications
IDENTIFIERS- *Workplace Literacy

These four collections of essays are the work of adult participants in the Workforce Instructional Network (WIN), a National Workplace Literacy Project. The authors are workers who participated in classes for reading/writing improvement and business writing and clerical skills. The finished pieces resulted from the following: group discussion of the writing process; individual work on writing stories, informative pieces, and opinions; and collaborative work on revision and editing. The two volumes created by two Reading/Writing Improvement classes, "Looking Back on Our Memories and Looking Forward to Our Education" and "Putting Our Skills Back to Work," are collections that emphasize childhood memories, current applications, and future dreams of education. "Looking Back on Our Memories and Looking Forward to Our Education" contains nine essays in two chapters: Childhood and Family Stories and Education Is Not Just for Kids. "Putting Our Skills Back to Work" contains 12 essays on using skills on the job. The two volumes created by two Business Writing and Clerical Skills classes, "Reaching Out to the Business World" and "Second Chance to Win," are writings that explore job opportunities, job search strategies, and uses for computers. "Second Chance to Win" has 12 writings in three areas: Using Computers in Different Fields, Working as a Secretary, and Job Hunting. "Reaching Out in the Business World" contains nine essays, the majority of which are summaries of job shadowing. (YLB)

ED 353 383 CE 062 779

Computer Connections. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 88p.; Handwritten pages will not copy well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; *Basic Skills; *Computer Literacy; Curriculum; Curriculum Development; Family Programs; *Literacy Education; Outcomes of Education; *Parent Education; *Parenting Skills; Program Effectiveness; Program Implementation; Skill Development
IDENTIFIERS- 353 Project; *Family Literacy

The ACCEPT (Adult Computer Competency Educational Program Training) computer literacy project at an adult education and job training center in Pennsylvania was adapted for use with

Relationship; *Parent Education; Parenthood Education; Personal Autonomy; Problem Solving; Psychological Patterns; Self Determination; Self Efficacy; Stress Management; *Unemployment; Well Being
IDENTIFIERS- 353 Project

This document consists of a narrative final project report and the project product, a new edition of five booklets in the "Coping with Crisis" series. The report describes the process of redesigning and repackaging existing adult basic education materials; comments from three students are given. The five booklets are as follows: (1) "Dealing with Death," which explains the five steps toward acceptance; (2) "Staying Healthy," which discusses health choices at each stage of life; (3) "What's a Parent to Do?" about deciding to be a parent, parenting style, childhood development, school, communication, and discipline; (4) "Love, Marriage, and Divorce," which deals with relationships, expectations, self-appraisal, talking and listening, counseling, and divorce; and (5) "Out of Work," which gives advice on budgeting, sources of help, job-hunting, applying for work, interviewing, and dealing with unemployment. The booklets are aimed at adult learners and are written at a fourth-grade reading level or lower. Each booklet consists of expository text and a series of activities designed to illustrate points, teach techniques, rate problems, devise solutions, and reinforce readers' understanding of tasks or concepts discussed in the text. Some include questionnaires designed to help readers evaluate their attitudes or situations. (CML)

ED 353 402 CE 062 810

Learn Together: Activities for Parents and Children and Leader's Guide.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 92p.; For related documents, see CE 062 809-811. A 353 Special Project of the Pennsylvania Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Child Rearing; Early Childhood Education; Mathematics Skills; Parent Child Relationship; Parenting Skills; *Parent Participation; *Parents as Teachers; Parent Teacher Cooperation; *Prereading Experience; *Reading Games; Reading Skills; *Vocabulary Skills
IDENTIFIERS- 353 Project; Family Literacy

This set of instructional materials consists of a 12-page leader's guide and 75 activity sheets to be used in adult literacy programs by parents who want to help their children learn. The leader's guide explains the purpose of the materials and offers suggestions for use of the materials one on one, in a class group, and outside the class or program. There is also subscription information for 10 children's magazines and a list of recommended children's books for levels K-3. The activities are for preschool through grade three and are presented in approximately the same order they are introduced in school. There are four groups of activities: (1) prereading activities, to acquaint children with concepts such as sizes, shapes, colors, pencil, and paper; (2) reading activities, following traditional school curricula, alphabet through phonics; (3)

and training activities, with no more than 12 percent placed in job search activities; and (4) one in three target placements, compared with one in four nontarget placements, were in secondary and remedial educational activities. (KC)

ED 353 420 CE 062 839

The New Tools of the Trade. A Report of the Conferences on Joint Labor & Management Sponsored Work-Based Education Programs.
PUB DATE- 91
NOTE- 51p.; Green ink on green paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Continuing Education; *Cooperative Programs; Education Work Relationship; Employer Employee Relationship; *Inplant Programs; *Labor Education; Labor Relations; *Lifelong Learning; On the Job Training; Postsecondary Education; *Retraining; Unions

This report describes work-based programs that companies and affiliated unions have organized in lifelong learning and career development for their employees. The programs offer a variety of approaches in such areas as program content, target populations, methods for attracting participation, learning-related technologies, financing, and administrative structure. Programs described are the following: Enhanced Training Opportunity Program of AT&T and the International Brotherhood of Electrical Workers (IBEW); National Skill Development and Training Center (Chrysler-United Auto Workers); Career Development Program of Bell Atlantic, Communications Workers of America (CWA), and IBEW; Institute for Career Development (United Steelworkers of America and various steel companies); Pathways to the Future (U S West and CWA); Employment Security Partnership (BellSouth and CWA); the Brenlin Group; Alliance for Employee Growth and Development (AT&T, CWA, and IBEW); and Training and Retraining Program (Packard Electric and the International Union of Electronic, Electric, Technical, Salaried and Machine and Furniture Workers). Each program description includes a summary of the program's mission, scope of activities, access and marketing, environment, administration, and financing. (KC)

ED 353 421 CE 062 840

Clark, Kenneth E., Ed.; And Others
Impact of Leadership.
PUB DATE- 92
NOTE- 560p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administrator Effectiveness; Adult Education; Comparative Analysis; Decision Making; Diffusion (Communication); Educational Administration; Females; *Group Dynamics; Group Structure; Higher Education; *Leadership; Leadership Qualities; Leadership Responsibility; *Leadership Training; Management Development; *Managerial Occupations; Organizational Climate; Performance; Research Methodology; Research Utilization; Supervision; Theory Practice Relationship
IDENTIFIERS- *Impact Studies; Japan

This book on leadership includes the following selected titles: "Leadership Characteristics of Leadership Researchers" (Campbell); "Translating Research Results into Action"

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Continuing Education; Foreign Countries; Institutional Advancement; Postsecondary Education; *School Choice; *Student Attitudes; Student School Relationship; *Teacher Attitudes; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

A study of secondary school students' perception of Technical and Further Education (TAFE) as a postsecondary education option in Australia collected data from group and individual interviews with 597 students, 22 principals, 26 career counselors, and 101 head teachers, as well as through questionnaires administered during the interviews. The following were among the findings: (1) students generally regard TAFE as a place where one can further one's education, but few are aware that TAFE may provide diplomas or associate diplomas; (2) many young people regard enrollment in a TAFE course as a step toward independence, but also as a place for dropouts; (3) many students' main source of information about TAFE is word of mouth; (4) about 66% of teachers consider that they do not have an adequate knowledge of TAFE; (5) the majority of staff regard TAFE as a second-best alternative to university; and (6) students tend to have a more positive view of TAFE than do their teachers. A number of strategies were recommended: (1) visits of TAFE staff to schools and visits of students and teachers to TAFE colleges; (2) information pitched at appropriate levels; (3) clear information about admissions; (4) joint TAFE-university enrollment procedures; and (5) media campaign highlighting successful TAFE graduates. (The document includes 25 references and 8 appendices containing the following: questionnaires; tabulated survey responses; and TAFE enrollment data.) (CML)

ED 353 439   CE 062 868

Thiering, Jeannette; And Others
Teaching Vocational Mathematics.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Strategies; Foreign Countries; *Mathematical Applications; Mathematical Formulas; *Mathematics Anxiety; *Mathematics Instruction; Postsecondary Education; *Problem Solving; Secondary Education; Teacher Education; *Vocational Education
IDENTIFIERS- Australia; *Job Related Mathematics

This Australian document is a guide to teaching mathematics as it relates to specific work situations. After a brief introduction, chapter 1 looks at problem solving, advises teachers to lower the reading level and thus raise the understandability of written math problems, and describes a four-step problem-solving process. Chapter 2 outlines a lesson that teaches a math concept and provides other examples of using concrete aids. Chapter 3 discusses teaching estimation by using number skills, mathematical common sense, and concepts of size. The chapter also includes brief sections on practices in the trades regarding rounding numbers up and down. Chapter 4 covers formulas, including the terminology of formulas, their place in school mathematics, and how formulas are taught in vocational courses. Chapter 5 covers decimals, including the following: (1) the meaning of decimal notation; (2) the use of zero in decimals; (3) essential zeros; (4) the order of size in present careers; (3) there are no differences in preferred instructional styles attributable to the different ages of the students; (4) students prefer instructional approaches showing how they will use the knowledge or skill they are learning; (5) older-than-average students and traditional-age students are roughly in agreement about what constitutes good versus bad teaching; (6) lack of time to balance home, work, and family is a greater obstacle to older-than-average students than to traditional-age students; (7) college, not age, provided the differences in perceived strengths and weaknesses in students; (8) traditional-age students prefer that instructors' assessments tell not only how well they did on a task, but also how they are doing relative to peers, whereas older-than-average students favor feedback that assesses their skill and growth as individuals and provides useful standards. The study makes several recommendations to faculty and institutions involved in teaching adult learners. (Appendix A describes the study methodology and appendix B contains the survey instrument and letters to respondents. There are 86 references.) (CML)

ED 353 456 CE 062 918

Norris, Joye A.; Kennington, Paddy
Developing Literacy Programs for Homeless Adults. Professional Practices in Adult Education and Human Resource Development.
PUB DATE- 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; Adults; Andragogy; Basic Skills; *Economically Disadvantaged; Functional Literacy; *Homeless People; Literacy; *Literacy Education; Poverty; *Program Design; Program Effectiveness; Reading Instruction

This book is intended to assist literacy program administrators, coordinators, instructors, and volunteers in the design and implementation of literacy programs for homeless adults. Chapter 1 discusses barriers to instruction when serving homeless adults, including shelter environment, impermanence of location and opportunity, and the effects of shelter rules. Chapter 2 looks at the meaning and role of literacy education for homeless adults, seeing literacy as an activity, not just a set of reading and writing skills. Chapter 3 describes homeless adult learners as persons deserving of respectful communication and safety and with life experiences worth sharing that can contribute to their education. The chapter indicates that learning will be gained most easily by those who are "learning available"--those who are ready to change some aspect of their lives--and if the material being learned has a demonstrated applicability. Chapter 4 discusses instructor selection and training, indicating that instructors should, among other things, be respectful, communicative persons who will gain knowledge of the community and meet accountability requirements. Chapter 5 notes that program design goals should be to encourage more learner-centered approaches, improve the caliber and range of instruction, document program outcomes, plan for multiple points of entering and staying in the learning process, involve shelter staff, and create community partnerships. Chapter 6 offers several program design models. Chapters 7 and 8 discuss program planning and evaluation and the issues and implications of adult literacy programs for the homeless. There are 89 references. (CML)

DESCRIPTORS- Adult Basic Education; Adult Education; Coordination; *Data Collection; Educational Assessment; *Job Training; *Labor Force Development; Postsecondary Education; Program Development; *Questionnaires; *Research Methodology; *State Surveys
IDENTIFIERS- *Massachusetts

A survey instrument developed in 1991 by the Massachusetts Job Council to ascertain basic information regarding funds spent on job training and to provide state policymakers with information about those being served and what services are being provided was used as a model to develop a program assessment instrument. The program assessment instrument was needed for assessing program objectives, organizational structure, modes of service delivery, federal-state partnerships, and funding for employment and training programs at the state level. The project developed two products: (1) a survey methodology and computer program that can be used by states to assess and coordinate their employment and training programs; and (2) a code book that explains access to the computer program and statistical analysis of data contained in the file. The survey contains two parts: a program survey that would be administered to each head of a state's work force development programs, and a substate area survey that would permit geographic analysis of the data and could be used as a mechanism for checking the accuracy of state-level information. Using this survey, states will be able to measure the following: funding levels, origin, and methods of allocation; distribution of funds by type of service provider; type of services provided; population groups served; and geographic distribution within service delivery areas. Any category or set of categories can be cross-referenced with other categories. (The survey instruments developed and instructions for using them and building a database are included in this document.) (KC)

ED 353 475   CE 062 967

Montross, David H., Ed.; Shinkman, Christopher J., Ed.
Career Development: Theory and Practice.
PUB DATE- 92
NOTE- 424p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Career Choice; *Career Development; Career Planning; Careers; *Employer Employee Relationship; Employment Opportunities; *Futures (of Society); Higher Education; *Individual Development; Job Satisfaction; Lifelong Learning; Microcomputers; Middle Aged Adults; Older Adults; *Organizational Development; *Self Actualization; Staff Development; Theories

This book explores the latest developments in the theory and practice of career development, as seen by 21 professionals in the field. The study is organized in four parts that cover the following areas: the latest thinking about career theory; the career stages of exploration, establishment, maintenance, and decline; current thinking about the resources and interventions available to individuals in organizational settings, including computer-based systems, innovative approaches to assessment, and the role of managers in providing career counseling assistance; and the future--ways that organizations are changing and the implications of those changes for the way career programs are designed and delivered. The following 21 chapters are included: "Career Development: Theories and Models" (Minor); "Toward a Comprehensive Theory of Career

(Andrew Bondy and Kris Battaglini); (20) "Home-School Collaboration for Children from Substance-Abusing Families" (Margaret Walker); (21) "Nurturing Children of Divorce: A Shared Responsibility" (Jane Close Conoley and Theresa Bahns); (22) "Family-School Partnerships: The Response to Child Sexual Abuse as a Challenging Example" (Deborah Tharinger and Connie Burrows Horton); (23) "Utilization of Community Resources: An Important Variable for the Home-School Interface" (Dianne Apter); and (24) "School and Family Partnerships: Leadership Roles f

ED 353 493   CG 024 711

Helping Children Grow Up in the 90's: A Resource Book for Parents and Teachers.
PUB DATE- 92
NOTE- 345p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Child Development; Elementary School Students; Elementary Secondary Education; High Risk Students; *Parent Role; School Psychologists; Secondary School Students; *Student Needs; *Student Problems; *Teacher Role

This resource book was created to address many of the areas that place children at risk for educational and social failure. It consists of handouts and fact sheets that educators and psychologists can photocopy and distribute to parents, teachers, and other educators so that they can more broadly understand and address some of the situations that children confront. Part I of the book deals with a variety of developmental issues for children and adolescents having to do with: career and decision making, communicable diseases, creativity, dependency, different cultural backgrounds, hearing, homosexuality, humor, language development, maladaptive habits, masturbation, nailbiting, obesity, perception of time, prejudice, prematurity, religion, responsibility, sexual interest, shyness, sleepwalking, stress, temperament, and thumbsucking. Part II focuses on getting along with peers and others, and includes sections on anger control, assertiveness, competition, peer relations, and self-control. Part III discusses parenting and how parents can help their children and adolescents grow and develop. Part IV considers ways to bridge the gap in the home-school connection. Part V considers a variety of emotional and behavioral problems of children and adolescents. Part VI offers suggestions for helping children and adolescents adapt to life crises and changes. Part VII contains a number of fact sheet on such topics as adoption, attention deficit hyperactivity disorder, bullying, divorce, dropouts, early childhood primary prevention programs for emotional and behavioral problems, grade retention, multicultural and minority issues, self-esteem, and sexual abuse prevention programs. (NB)

ED 353 494   CG 024 712

Gryskiewicz, Stanley S., Ed.; Hills, David A., Ed.
Readings in Innovation.
PUB DATE- 92
NOTE- 255p.
LANGUAGE- English

measuring and counting violent crimes and their consequences. Biographies of members of the panel of experts are included. (ABL)

ED 353 513 CG 024 731

Friedman-Erickson, Sharon
Moral Development and Appreciation of Aggressive Humor: A Review of the Literature.
PUB DATE- 89
NOTE- 44p.; For a related document, see ED 347 420.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Humor; *Moral Development; Research Methodology; *Theories

Nineteen empirical sources are reviewed with the purpose of evaluating the potential of the relationship between level of moral development and appreciation of aggressive humor for future inquiry. Sixteen articles generated from the superiority theory of humor are categorized as measuring appreciation of aggressive humor (and drama) in relation to characteristics of depicted protagonists and characteristics of depicted aggressive actions. Three sources directly addressing moral development in relation to appreciation of aggressive humor are characterized by distinct research problems and methodologies, thus rendering comparison of results difficult. Nonetheless, the moral development construct is shown to be useful in measuring appreciation of aggressive humor. The studies are critically examined, and threats to internal and external validity are discussed. Recommendations for future research emphasize investigation of the reliability and validity of instruments used to assess humor appreciation; computation of a humor appreciation score for each subject; and measurement of subject variables, along with moral development, to enhance interpretability of the data. (Author)

ED 353 514 CG 024 732

Taking the Lead: A Student Traffic Safety Action Handbook.
PUB DATE- Jun 89
NOTE- 48p.; Poster (17" x 22") was removed from the document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Drinking; *Driving While Intoxicated; *Peer Counseling; *Safety Education; Secondary Education; *Secondary School Students; *Traffic Safety

Solid information and fresh new ideas for students wishing to organize safety projects are presented in this manual. Included is a comprehensive collection of resources with names of individuals/organizations to contact for more information, fact sheets, and suggestions for fund raising. The manual is divided into four sections. The first chapter describes how to develop a clear, factual message about safety. The second chapter explains how to develop the skills needed to establish goals and to prepare action plans. It is noted that these skills can also help students to set goals in all areas of their lives. The third chapter contains traffic safety activity ideas with insight into what has worked well for other groups. It also describes what has failed so that students can avoid making the same mistakes. The fourth chapter explains how to pull all the parts of the project into an organized whole, a strong effort schools, many of the traditional, time-honored practices, actually disempower children and make it more difficult for them to succeed. Chapter 2 examines some of the principles that underlie success in school. The self-esteem model this book is based on is described in Chapter 3. This chapter provides a theoretical grounding in self-esteem principles that will enhance understanding of what follows. Chapter 4 examines the link between empowerment and self-esteem. Chapter 5 describes specific practices and strategies to build children's feelings of control and competence. Chapter 6 presents a number of teacher-tested classroom activities that enhance children's feelings of power. Chapter 7 deals with specific issues of standards and expectations and how these affect children's performance and belief in themselves. Finally, for administrators and school boards, Chapters 8 and 9 describe concrete ways in which administrative practices and school and district policies can empower teachers and children and support them in developing the capacity to take risks and accept challenges. The appendixes offer checklists and lists of techniques relating to building self-esteem. (ABL)

ED 353 533   CG 024 751

Bean, Reynold
Cooperation, Social Responsibility & Other Skills: Using the 4 Conditions of Self-Esteem in Elementary and Middle Schools.
PUB DATE- 92
NOTE- 188p.; For related guides, see CG 024 748-750.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperation; *Cooperative Learning; Elementary Education; *Elementary School Students; Middle Schools; *Self Esteem; *Social Responsibility; Teaching Methods
IDENTIFIERS- Middle School Students

This book is about the relationship between cooperation and social responsibility and children's self-esteem. This book shows teachers how to teach children skills that aid cooperation and social responsibility. Chapter 1 examines the problems with competitive and individualistic teaching strategies. Cooperation is explored in greater detail in Chapter 2. This chapter looks at the arenas where cooperation is learned and practiced, including the family and friendships, and provides an understanding of cooperation issues that will help teachers to implement cooperative methods in their classrooms. The self-esteem model that this book is based on is described in Chapter 3. This chapter and Chapter 4 examine the connections between cooperation and self-esteem and show how a learning environment dedicated to cooperation and building a sense of social responsibility enhances different aspects of self-esteem. Chapter 4 also includes a discussion of conformity and the use of rewards. Chapter 5 describes various influences on classroom climate and offers many suggestions for teachers seeking to implement cooperative strategies. Chapter 6 describes seven basic strategies for enhancing cooperation and social responsibility. Chapter 7 looks at special problems, including why some children do not respond well to cooperative contexts. Suggestions to school administrators and school boards for using their influence to help build and to support a cooperative climate at the school and district level are presented in chapters 8 and 9. The appendixes provide a checklist and lists of techniques relating to building self-esteem. (ABL) the whole language/TDSSP (TreneD Sentence Pattern Paradigms) method in which one subject-verb paradigm was taught for each of 6 weeks. Results indicated that the treatment made a statistical significance. A review of the literature on whole language occupies the greater part of this paper, preceding the description of the study. Two figures representing aspects of the TreneD Sentence Pattern Paradigms and one table of data are included, and 14 references are attached.) (RS)

ED 353 553 CS 011 155

Saito, Yoshiko
Western Reading Strategies and Japanese Texts: The Effects of Punctuation Deletion.
PUB DATE- Dec 92
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Higher Education; *Japanese; *Punctuation; *Reading Comprehension; Reading Rate; Reading Research; Reading Strategies; *Second Language Learning; *Written Language
IDENTIFIERS- *Kanji Script; Text Factors; *Text Processing (Reading)

A study compared native and nonnative reading styles in order to see whether Japanese readers process text differently than readers whose native language uses a phonetic alphabet. Subjects, 29 native readers of Japanese, 37 advanced-level nonnatives and 39 intermediate-level nonnatives enrolled in Japanese language courses were randomly assigned to read a letter written by a Japanese native and a recent newspaper article prepared in the same way--both were either authentic texts with punctuation, authentic texts without punctuation, or text in which all ideographic symbols (kanji) have been removed and replaced with the phonetic writing known as kana. Reading time, reading comprehension, and the number of right corrections of punctuation missing from the text were measured. Results indicated that: (1) as their Japanese language levels increased, nonnatives were able to process more information from the text in less time and their abilities to insert punctuation into texts increased; (2) native speakers agreed upon the position of periods, but used commas where they felt they needed a pause during reading; (3) no statistical main effect was detected for the variable of reading time or for comprehension scores for graphic representation type across the three language levels; and (4) a significant main effect was found for the punctuation-insertion task scores. Findings suggest that the function of punctuation, particularly periods, plays an important role in helping readers of Japanese to organize information and reduce cognitive overload during their phonetic decoding process. (Two tables of data are included; 18 references are attached.) (RS)

ED 353 554 CS 011 156

Fresch, Mary Jo; Wheaton, Aileen
Open Word Sorts: Helping Third Grade Students Become Strategic Spellers.
PUB DATE- Dec 92
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).

Technique); Elementary Education; Elementary School Students; *Feedback; *Learning Disabilities; *Peer Evaluation; Student Journals; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- Process Approach (Writing)

A study examined the feedback associated with "author's chair" to determine the opportunities provided for students to learn about literacy. Subjects, six boys and three girls between the ages of 8 and 10 in a self-contained classroom for students identified as learning disabled, were exposed to a process-oriented approach to writing instruction in which students wrote for about 20 minutes daily in journals on topics of their own choice, had short exchanges daily with the teacher about their writing, and engaged in feedback sessions each Friday for 1.5 hours. Students assumed the "author's chair" voluntarily with the understanding that feedback from the other students was to begin with a positive comment about the writing. Researchers were present and participated in all feedback sessions during a school year. Data regarding feedback were compiled from field notes, video recordings, and the journals themselves. Results indicated that: (1) the norms which emerged from the discourse occurring during the feedback sessions came to represent the equivalent of writing conventions among the children in this community; (2) discussions during feedback mediated children's understandings and development of such features of writing as description, character development, and character motivation; (3) there were occasions when the multiple audiences represented by adults and children placed diverse demands on the children that were not easily reconciled; and (4) at times, the discourse of the students constituted zones through which their peers navigated more readily than those constituted by adults. (RS)

ED 353 574 CS 011 182

Peck, Jackie
Reader Stance: Whose Choice Is It?
PUB DATE- Dec 92
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Models; Questioning Techniques; *Reader Response; Reader Text Relationship; *Reading Research; Theories; Whole Language Approach
IDENTIFIERS- Aesthetic Reading; Efferent Reading

A recurring theme within the prolific body of research on reader response is that of reader stance. Although several prominent theories of reader response spring from different perspectives, they share one common property: each describes reader response in terms of two opposed domains with particular responses falling somewhere on a continuum between them. A composite of three models offers the shared features of each model appearing at the poles of the continuum. Efferent reading, the participant role, and interpersonal context all share public rather than personal tendencies and lean toward convergence of thought. Aesthetic reading, the spectator role, and intrapersonal context share personal and divergent qualities. Ironically, this composite configuration of similarities among theories also reveals a most glaring confusion of terminology. In whole language classrooms, reading focuses on authentic whole texts which nurtures development of aesthetic stance;

IDENTIFIERS- Research Synthesis; *Response to Literature
A study investigated the phenomenon "response to literature" through the window of language to determine how different researchers assigned meaning to this central concept in twentieth century research. The benchmark conceptions of the terms "literature" and "response" (with which the research conceptions could be compared) were delineated. The choices of the researcher appeared to be three: to focus either on the text, on the reader, or on the response process itself. Two hundred and fourteen studies which explored the responses of subjects 18 years of age or older were examined to determine the general emphasis towards conceptions of "literature" and "response." Three primary categories of response emerged: text-oriented, reader-oriented, and response-oriented. Prior to the war years of the 1940s, the focus of research was text-oriented. During the 1950s, there was an uneasy equilibrium between text- and reader-oriented studies. The 1960s witnessed a research focus on the reader. During the 1970s and 1980s, the predominant research orientation turned to a transactional or response-centered focus. Findings refute the common perception of a confused plurality of research results and suggests evidence of a shift in focus from the text to the reader to the response process itself. (One summary table of research characteristics is included; 50 references are attached.) (RS)

ED 353 595 CS 213 663

Armstrong, Karen
Dynamics of Change: Speculation on the Forthcoming Model of Response to Literature.
PUB DATE- Dec 92
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Trends; Foreign Countries; Higher Education; *Literature Appreciation; Literature Reviews; Metaphors; *Models; *Reader Response; *Reader Text Relationship; *Reading Research
IDENTIFIERS- Research Trends; *Response to Literature
In what appear to be grand saccadic leaps, research on reader response has turned first, at the beginning of the century, to the external reality of the text; then to the internal reality of the reader; and finally to the movement of the response process itself. Three metaphors derive from the three successive research orientations: from the text-based model comes the mechanistic metaphor; from the reader-based model emerges the socio-political metaphor; and from the response-based model comes the organic metaphor. In this paper, a brief description of each metaphor as it emerges from its respective research period is given, followed by remarks on its application to the overall conceptual changes in research and a mention of its strengths and limitations. The dynamics of change across these metaphors is then elucidated, and a fourth metaphor, the holonomic, is offered for speculation. This new model or metaphor emphasizes the underlying unity of seemingly disparate elements. Unlike the preceding metaphors, the holonomic metaphor of response to literature emphasizes deep rather than surface structure. This proposed holonomic model is not only internally consistent with the previous dynamics of change, it is also congruent with the predictions of

Sellnow, Timothy L.; And Others
Controlling Speech Anxiety: Academic Recommendations and Forensic Applications.
PUB DATE- 31 Oct 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; Higher Education; *Persuasive Discourse; *Speech Communication; Textbook Research; *Theory Practice Relationship
IDENTIFIERS- *Debate Tournaments; Speech Tournaments

A study examined whether published texts and studies being used in the speech communication classroom adequately address the needs of students when they go into the laboratory setting of forensic tournaments. Published studies in speech communication, selected textbooks used in the basic speech course, and selected studies and textbooks in forensics were reviewed. Results indicated that: (1) the communication education literature does little to provide insight on the impact of the competitive setting on speech anxiety; (2) the recommendations for controlling speech anxiety found in most of the selected textbooks (positive mental attitude, eating a balanced diet, abstaining from drug usage) apply to the forensic context; and (3) forensics textbooks and studies have not specifically addressed the topic of controlling speech anxiety. (Two tables of data are included; 43 references are attached.) (RS)

ED 353 615 CS 508 037

Hutchinson, Kevin L.
Encouraging Undergraduate Scholarship: Institutional Strategies.
PUB DATE- 29 Oct 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Higher Education; Program Descriptions; *Research Assistants; Research Opportunities; Scholarship; *Student Participation; *Student Research; *Undergraduate Students
IDENTIFIERS- Collaborative Research; *Saint Norbert College WI

Small colleges and universities are increasingly feeling the pressure to conduct, present, and publish research. While small college/university faculty face added hurdles, one means for developing more active research programs and for stimulating and encouraging increased scholarship involves collaborating with undergraduate students. St. Norbert College in Wisconsin encourages and supports student-faculty scholarship through a Student-Faculty Endowment Fund, offers students work-study opportunities as research assistants, provides a number of internal internships, and holds an annual research forum in association with the national communication honor society Lambda Pi Eta. Additional institutional strategies that might encourage such research include: requiring students to complete junior or senior theses; forming undergraduate research teams;

projects that have been attempted, such as in the Alum Rock School District in California. Attempts to implement voucher systems will likely be opposed by vested interests, including teacher's unions, school boards, and state and federal bureaucracies. Because of growing social unrest, dissatisfaction with the present system, and the trend toward privatization of government functions, the movement toward educational choice, with or without vouchers, seems to be building momentum. (TEJ)

ED 353 635 EA 024 422

Bates, Richard
Barely Competent: Against the Deskilling of the Professions via the Cult of Competence.
PUB DATE- Sep 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competence; *Competency Based Education; Competency Based Teacher Education; Educational Objectives; Efficiency; Elementary Secondary Education; Foreign Countries; Minimum Competencies; *Professional Development
IDENTIFIERS- *Deskilling

The competency movement, or "the cult of competency," is critiqued in this paper, which argues that the movement is less concerned with the complex facets of competence than it is with a technology of specific knowledge and application. Educational institutions have several message systems through which objectives can be achieved: pedagogy, curriculum, assessment, and social discipline. The culture of competency is a current mechanism through which certain changes in the education professions are being advocated. However, the culture of competency is not an educational or professional movement, but a managerial movement resulting from industrial and economic panic. The goals are not broad educational goals that incorporate the diversity of social institutions such as the professions, but the systemization and subordination of those agencies. Three major objectives of the competency movement include the convergence of general and vocational education, a focus on performance rather than knowledge, and the enhancement of efficiency and productivity through the elimination of waste. The movement's likely effects on the four message systems include a redefinition of students and professionals as workers; a standardized, nonnegotiable curriculum; assessment based on measurable, technical outcomes; and the extension of surveillance mechanisms linked to economic models. Constraining the open-ended nature of professional activity may well produce the very opposite of what is wanted--not true competence, but a competency-based system in which professionals operate at the basic skill level. (LMI)

ED 353 636 EA 024 423

Bates, Richard
Leadership and School Culture.
PUB DATE- Dec 92
NOTE- 22p.; Paper presented at the Interuniversity Congress of the Organization of Teaching Faculty of Philosophy and Science of Education (Seville, Spain, December 15-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Furman, Robert L.; Zibrida, Richard J.
The Hurried Principal: A Manual of Strategies for Time Management.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Efficiency; Elementary Secondary Education; *Job Simplification; *Principals; *Time Management; Time on Task

Practical strategies to help principals manage their time more effectively are offered in this guidebook. Because superintendents' expectations of principals' duties often contrast with the amount of time principals actually expend in performing various duties, this lack of understanding and time results in the "hurried principal syndrome." Practical suggestions are offered for various situations, some of which include the following: identifying goals; organizing memos and correspondence; scheduling appointments; dealing with conflicts and parent concerns; handling telephone distractions and drop-in visits; delegating tasks; reducing transaction costs; acting as a systems manager; using a computer for correspondence and creating a research bank; and coping with stress. (LMI)

ED 353 654 EA 024 587

Danzberger, Jacqueline P.; And Others
Governing Public Schools: New Times, New Requirements.
PUB DATE- 92
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Boards of Education; Comparative Analysis; Educational Policy; Elementary Secondary Education; Foreign Countries; *Governance; *Governing Boards; *Public Schools; School Administration; School District Autonomy; *School Restructuring; State Action; *State School District Relationship
IDENTIFIERS- Canada; Great Britain; Japan

The role of the local school board in delivering quality education is examined in this booklet, which provides a set of expectations and principles for drastic change in the role and operation of school boards. Now that fundamental, systemic change is being called for, the performance of school boards is under greater scrutiny. Following the preface and introduction, chapter 1 analyzes national trends in changes external to schooling and new demands placed upon schools and their boards by business and other leadership sectors. The interrelationships between education and other children's services for children's success are also explored. Chapter 2 examines reform strategies of the 1980s, particularly those implemented by Kentucky and Chicago. The major theme of these reforms was the intensification of the existing system rather than restructuring. Chapter 3 discusses state-local relations, and the fourth chapter presents governance lessons from Canada, Great Britain, and Japan. The fifth chapter presents findings of a survey conducted from 1988-90 of 266 school boards from 16 states. Superintendents from 128 of the districts completed a questionnaire. The results indicate that local boards are

Welfare; *Educational Needs; Elementary Secondary Education; Family School Relationship; *Family Violence; Group Homes; *Homeless People, Special Needs Students; State Action; Violence
IDENTIFIERS- *Texas

Findings of a 1990 study that identified the educational needs of Texas children who were homeless as a result of domestic violence are presented in this paper. Data were derived from: (1) interviews with three staff members of the Texas Council on Family Violence; (2) visits to four domestic violence shelters--three urban and one rural--and elementary schools serving two of the shelters; (3) interviews with shelter executive directors, elementary principals, shelter residents, and two classroom teachers; and (4) a survey sent to all domestic violence shelters in Texas, which yielded 34 responses, a 38 percent response rate. Survey statistics suggest that a significant portion of children who resided in a domestic violence shelter attended elementary school (27 percent). However, the statistics did not include children who continued to live in violent homes, those taken in by other family members, or those whose mothers had the financial resources to seek assistance elsewhere. The following recommendations are made: (1) implement practices to enroll all children in school; (2) maintain confidentiality of children's enrollment status; (3) provide comprehensive inservice training for school staff; (4) award the children immediate access to services and programs; (5) exempt the children from discipline policies involving corporal punishment; (6) improve communication between school and shelter staffs; (7) provide homebound services and transportation to those for whom safety is a concern; and (8) attempt to mainstream the children. (LMI)

ED 353 675 EA 024 611

Smith, Francie
Women in Educational Administration: Moving from a Paradigm of Power and Control to Empowerment and Equality.
PUB DATE- Sep 92
NOTE- 22p.; Paper presented at the Annual Meeting of Women in Educational Administration (6th, Lincoln, NE, September 27-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperation; *Educational Administration; Elementary Secondary Education; *Feminism; *Leadership; Organizational Climate; *Organizational Theories; *Power Structure; Sex Discrimination; Social Control; *Women Administrators
IDENTIFIERS- *Empowerment

Factors in the development of empowerment through ethical leadership are discussed in this paper, which draws on feminist and humanist theories. A review of literature describes the conditions in patriarchal societies that lead to and lessen the exaltation of power and control; conditions of temporary and permanent inequality; ways in which violent behavior is expressed in relationships based on power and control; alternatives that create relationships based on equality; and the behaviors, characteristics, and processes found in organizations with addictive behavior patterns. A new concept of leadership is constructed, which lessens the tenets generated by patriarchy; embraces diversity; and values shared responsibility, equality, and trust. Women in educational administration must take their personal values and strengths to the political arena to transform education, and ultimately,

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication (Thought Transfer); Communication Skills; Educational Change; *Educational Planning; Elementary Secondary Education; Information Dissemination; Organizational Communication; Publicity; *Public Relations; *School Community Relationship; *School Restructuring

Guidelines for developing a communications strategy for educators involved in school restructuring are offered in this handbook, which stresses the necessity of building support among different audiences. Chapter 1 discusses getting started and explains how to develop a state/district and school communications plan. Chapter 2 offers ways to build support among diverse groups of people, such as business, higher education, and the community, and describes how to utilize opinion leaders and third-party advocates to shape public policy. The third chapter describes how to talk about restructuring in plain language. Guidelines for getting the message out are offered in chapter 4, which focuses on personal communication, letters, and the materials needed for information dissemination. Chapter 5 provides pointers for working with the media, such as conducting successful interviews and writing a news release. Ways to demonstrate the restructuring program and to anticipate and respond to criticism are described in the final two chapters. Appendices contain a sample program description and school profile; information on lobbying, business-education partnerships, and community involvement; letters in support from higher education; questions and answers about restructuring, Re:Learning, and a school effort; sample news releases and a program evaluation; contact sources for Re:Learning Schools programs throughout the states; and available materials that can be ordered about educational reform. (LMI)

ED 353 695 EA 024 645

Indoor Air Quality: Maryland Public Schools.
PUB DATE- Nov 87
NOTE- 46p.; Contains large portions of small print that may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; *Educational Facilities Planning; Elementary Secondary Education; Environmental Standards; Equipment Maintenance; Facility Guidelines; *Facility Requirements; Federal Government; Hazardous Materials; *Public Schools; *School Buildings
IDENTIFIERS- *Air Quality; *Maryland

Less than adequate indoor air quality in schools can lead to a higher risk of health problems, an increase in student and teacher absenteeism, diminished learning, and even hazardous conditions. An indoor air quality program that addresses the planning, design, maintenance, and operation of public school buildings should be implemented at the earliest possible date in each local school system. This document provides guidelines to help local education staff responsible for construction

NOTE- 464p.; Cover title differs from title page's "Compendium of Project Profiles, 1992." For the 1991 compendium, see ED 342 193; for earlier documents, see ED 291 169, ED 300 991, ED 316 987, and ED 331 237.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Programs; Family Involvement; *Federal Programs; Followup Studies; High Schools; Job Training; Outreach Programs; Postsecondary Education; Program Descriptions; Self Determination; *Transitional Programs; *Vocational Education; Vocational Rehabilitation

This document is a directory of current and newly expired projects funded under the Office of Special Education and Rehabilitative Services Secondary Education and Transition Initiative. Projects included address the following areas: self-determination projects, family networking projects, follow-up and follow-along projects, training and employment projects, postsecondary demonstration projects, research projects on the transition of special populations, and multi-district outreach projects. The compendium is divided into five sections: (1) an introduction which describes the Transition Initiative and the role of the Transition Research Institute at the University of Illinois at Urbana-Champaign; (2) an "Overview of Project Profiles" which outlines the federal grant competitions funded since 1984 and describes in tables, figures, and text the characteristics of the 98 current model projects; (3) the "Project Profiles" which are grouped by competition and describe each project's demography, purpose, focus, project evaluation, and products; (4) indexes which provide access by key project personnel, location, disabilities served, and project titles; and (5) appendixes which contain questionnaires and a list of project directors. (JDD)

ED 353 718 EC 301 749

Leach, Lynda N.; Harmon Adrienne S.
Secondary Special Education and Transitional Services. Annotated Bibliography. Volume 7.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Disabilities; *Education Work Relationship; Secondary Education; *Special Education; *Transitional Programs; Vocational Education

This annotated bibliography is the seventh in a series of monographs documenting the literature in the field of transition. Major content areas addressed are as follows: assessment techniques, community integration, curriculum, educational reform, employer involvement, generalization of training, independent living, interagency cooperation, job placement, outcomes of education, parent involvement, personnel preparation, policy analysis, program development, program evaluation, quality of life, rehabilitation counseling, social integration, social skills, supported employment, vocational education, vocational rehabilitation, and specific types of disabilities. Many different types of documents are cited and abstracted including journal articles, conference proceedings, project reports, videocassette recordings, presentations, support services responsive to the needs of adoptive families. Project STAR's permanency planning activities attempt to build or strengthen permanent and stable family relationships for children, and involve family preservation, family involvement with their children placed out of home, family reunification, and finding other permanent options. The policy context of children and youth services and mental health/mental retardation services in Pennsylvania is discussed. Policy issues that impact specifically on Project STAR's mission are then examined, and recommendations are offered. An appendix describes the methodology used in the policy analysis, and an executive summary is provided as a separate document. (JDD)

ED 353 736 EC 301 767

Stremel, Kathleen; And Others
Facilitating Infant/Toddler Skills in Family-Child Routines.
PUB DATE- Dec 92
NOTE- 19p.; Paper presented at the Council for Exceptional Children/Division of Early Childhood International Conference on Children with Special Needs (Washington, DC, December 2-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Early Intervention; Family Involvement; *Family Life; Family Programs; Family Relationship; Generalization; Home Programs; Infants; *Integrated Activities; Parent Child Relationship; *Parent Education; *Parents as Teachers; Preschool Education; Skill Development; Toddlers; Training; Videotape Recordings
IDENTIFIERS- *Individualized Family Service Plans

This paper on facilitating skill development of infants and toddlers with disabilities within family-child routines focuses on: (1) developing a routine analysis by incorporating multiple Individual Family Service Plan (IFSP) objectives into family-selected routines; (2) utilizing systematic family training procedures to integrate targeted skills into routines; and (3) determining generalization of parent skills. The routine analysis requires conducting multidisciplinary and multipurpose assessments of the child, determining high-preference and low-preference routines and social interactions within the family, determining which specific IFSP objectives can best be incorporated into the targeted routine, determining the level of caregiver skills, and developing a routine sequence. Family training procedures then call for an intervention team member to conduct the routine with the child and another team member to videotape the routine, and having the family caregivers observe the routine and later review the videotape, conduct the intervention at the next visit, and receive feedback. Generalization of parent skills is exhibited when the parent incorporates objectives from old routines into a new routine. (JDD)

ED 353 737 EC 301 768

Donnarumma, Leopold J.
A Study To Determine Acceptable Curriculum Guidelines for Earning an ESE Culinary Arts Certificate.
PUB DATE- Sep 92

Ohio Department of Education's Division of Early Childhood Education: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module has five themes: (1) understanding and developing a working relationship between parents and professionals; (2) understanding family dynamics and building on family strengths; (3) enabling families to provide a supportive learning environment; (4) providing collaborative planning to assist families making program choices; and (5) linking families to appropriate related services. (Contains approximately 50 references.) (DB)

ED 353 753 EC 301 787

Pisarchick, Sally E.; And Others
P.L.A.Y. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
SPONS. AGENCY- Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE- 92
NOTE- 454p.; For related documents, see EC 301 784-792. Title on the first of two cover pages varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Cognitive Development; *Competency Based Teacher Education; Curriculum Development; *Disabilities; Early Intervention; Educational Philosophy; Family School Relationship; *Inservice Teacher Education; Learning Activities; *Play; Preschool Education; Special Education
IDENTIFIERS- Project Prepare OH

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on the importance of play and learning in preschool programs. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles of the Ohio Department of Education's Division of Early Childhood Education: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module provides participants with four major goals: to (1) focuses on 26 developmental areas: visual pursuit and object permanence; motor and visual object permanence; auditory localization and object permanence; attention and memory; concept development; understanding space; functional use of objects and symbolic play; problem solving; visual perception; prevocabulary/vocabulary; imitation: sound and gestures; responses to communication from others; conversation skills; self-direction; social skills; self-help skills (eating, dressing, grooming); fine motor skills (tactile integration, reaching, grasping, releasing, manipulation, and bilateral skills); visual-motor skills: pencil control and copying; and gross motor skills (prone, supine, and upright). For each of these areas the following information is presented: materials needed, procedures, use in daily routines, adaptations, and evaluation criterion. An assessment log and developmental progress chart is provided. (JDD)

ED 353 771 FL 019 219

Py, Bernard, Ed.
Les situations de communication. Actes du Colloque d'orthophonie/logopedie, (1er, Neuchatel, Suisse, 9-10 mars 1990). (Communication Situations. Papers from the Conference on Speech and Reading Therapy (1st, Neuchatel, Switzerland, March 9-10, 1990)).
PUB DATE- Dec 90
NOTE- 211p.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advertising; *Aphasia; *Bibliotherapy; Bilingualism; Child Language; *Communication (Thought Transfer); Deafness; Foreign Countries; Interaction; Interviews; Language Acquisition; *Language Research; Mothers; *Parent Child Relationship; Parent Role; Pragmatics; Speech Handicaps; *Speech Therapy; Therapists; Verbal Communication

The following papers were presented at the conference (titles are translated from the French): "Linguistic Approaches to Verbal Interaction and Its Context" (Jean-Francois de Pietro); "Pragmatic Approaches to the Rehabilitation of Aphasia Patients" (Marie-Pierre de Partz); "Contributions of Communication Development Theories: Limits of Their Application in Reading Therapy with Multi-Handicapped Children" (Agnes Toscanelli); "Contributions of Conversation Analysis in the Practice of Reading Therapy: What Is Revealed through Analyses of Conversations Bringing Together an Aphasic Subject and Different Speakers in Different Situations?" (Manuela Gauthier-Mattiello); "A Communication Situation. Aphasics and Advertising Images" (Dominique Labourel and others); "Bilingualism and Language Difficulties" (Christine Othenin-Girard); "For or Against an Analysis of Persuasive Text Forms" (Marie-Claude Rosat); "A Psycho-Social Perspective on the Interactions between Specialist and Clients: The Example of the Reading Consultation" (Michele Grossen); "Rumor, Pedagogy, Rehabilitation: The Two Poles in the Exchange 'Sachant-Ignorant'" (Pierre Marc); "On Some Conversational Slips in the Research Interview" (Marinette Matthey); "Representational and Communicative Aspects of the Emergence of Language" (Sylvia Krapf-Moine and Pascale Marro); "Language Delay and Characteristics of Maternal Language (Bernadette Pierart); "Linguistic Analysis of Mother-Deaf Child Verbal Interactions: The Role of the Mother's Imitation of Sounds Produced by the Child" (Shirley Vinter); "From the Desire to Tell to the Need to Speak" (Francois Cornaz and others); "Language and

ED 353 794 FL 020 565

Lee, In, Ed.; Schiefelbein, Scott, Ed.

Kansas Working Papers in Linguistics, Volume 15, Number 1.

PUB DATE- 90

NOTE- 132p.; For selected individual papers, see FL 020 566-570.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Folk Culture; Idioms; Japanese; *Language Research; *Linguistic Theory; North American English; Phrase Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages

IDENTIFIERS- Causatives (Grammar); Clitics; English (Southern); Inferentials (Linguistics)

This serial is intended as a forum for the presentation, in print, of the latest original research by the faculty and students of the Department of Linguistics and other related departments at the University of Kansas. Papers include the following: "Inferentials: The Story of a Forgotton Evidential" (Gerald Delahunty); "Knowledge of Idiomaticity: Evidence from Idiom Calquing and Folk Literalization" (Zili He); "A Cyclic Approach to Simple Cliticization" (Hunter Huckabay); "On Japanese Causative: Review of Shibatani's Notion of Causative" (Misaki Shimada); "NP Predication and Full Saturation" (Thomas Stroik); and "A Type of Reduplication in Turkish" (Mubeccel Taneri). (JL)

ED 353 795 FL 020 566

Delahunty, Gerald P.

Inferentials: The Story of a Forgotten Evidential.

PUB DATE- 90

NOTE- 29p.; For serial issue in which this paper appears, see FL 020 565.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)

DESCRIPTORS- Language Research; Language Universals; *Linguistic Theory; Pragmatics; *Sentence Structure; *Structural Analysis (Linguistics)

IDENTIFIERS- *Inferentials (Linguistics)

Recent work in language and text has explored such broad functional categories as evidentiality and affect, and has examined their cross-linguistic occurrences and manifestations. This paper focuses on a single construction, explores its variations, and describes and explains its pragmatic and textual functions. This rare construction, exemplified by "It is that women in Ireland are not a form of prayer," occurs in several languages, denoting inferentiality, an aspect of evidentiality. (Contains 29 references.) (Author)

ED 353 796 FL 020 567

He, Zili

Knowledge of Idiomaticity: Evidence from Idiom Calquing and Folk Literalization.

PUB DATE- 90

NOTE- 14p.; For serial issue in which this paper appears, see FL 020 565.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Journal Articles

Stansfield, Charles W.; And Others
The Development of the Polish Proficiency Test. Final Report.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 29 Dec 92
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Language Proficiency; *Language Tests; Listening Comprehension; *Polish; Psychometrics; Questionnaires; Reading Comprehension; *Scoring; Standardized Tests; *Test Construction; Test Interpretation; *Test Items; Test Reliability; Test Use; Test Validity; Uncommonly Taught Languages
IDENTIFIERS- *Polish Proficiency Test

The development of the Polish Proficiency Test, a standardized, nationally-normed test of listening and reading comprehension for English-speaking learners of Polish, is reported. An introductory chapter provides background information about the test's development, including discussion of the relationship between the test and Polish language teaching, test structure and content, and test administration. The second section describes the start-up of the test development project and initial committee meetings. Section 3 chronicles development of the field test form, including initial test item selection and review and preparation of field test materials, and section 4 explains the field testing itself. Creation of test interpretation tables and a score scale is the topic of the fifth section, psychometric properties of the test, including test reliability, measurement precision, validity, and subscore intercorrelations are detailed in section 6. A section on test operationalization concludes the report. Appended materials include the test booklet (introduction only), answer sheet, supervisor's manual, examinee handbook, test interpretation manual, operational testing program forms, minutes of the first local development meeting, item submission forms, examinee background questionnaire, standard error of estimation table, comprehension tasks for test items, list of grammatical areas covered, sources for test passages, and test announcement. (MSE)

ED 353 821 FL 020 911

Gonzalez, Rosa Maria
Title VII New Comers Program, 1991-92 Final Report.
PUB DATE- Aug 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Attendance Patterns; *English (Second Language); High Schools; High School Students; *Immigrants; Language Skills; *Limited English Speaking; Literacy Education; Program Descriptions; Program Effectiveness; Second Language Instruction; Spanish Speaking; *Student Characteristics
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title VII

The Title VII Newcomers Program of the Austin (Texas) Independent School District served 104 students in its second year of operation. The program was designed to improve the English language proficiency and academic skills of limited-English-

Project LEAP: Labor Education Achievement Program. A Health Care Adult Workplace Basic Skills Curriculum Resource Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Jun 91
NOTE- 199p.; For related documents, see CE 062 477 and CE 062 788-789.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Allied Health Occupations Education; Basic Skills; Clerical Occupations; *Clerical Workers; *Competency Based Education; Curriculum Guides; Geriatrics; *Housekeepers; Job Skills; Keyboarding (Data Entry); Labor Force Development; Learning Activities; *Literacy Education; *Nurses Aides; Vocabulary Development
IDENTIFIERS- *Workplace Literacy

Developed for the Labor Education Achievement Program (LEAP), this curriculum resource guide is designed to supplement instruction in the core skills needed by participants interested in training and advancing in various health care related positions. Definitions of key terms appear first. The guide includes four major sections. The first three focus mainly on the achievement of general knowledge that all employees in health care should know: basic skills development, general attitude development, and health care general knowledge survey. The fourth section highlights designated positions in the health care environment. The guide investigates six positions within the health care industry: nursing assistant, transportation aide, admissions clerk, geriatric aide, data entry clerk, and housekeeper. The following components are provided for each task: position (one of the six designated areas or all of them); task statement (duty or duties); performance conditions; instructional activities (those specific exercises leading toward successful achievement of any given task that can range from one to several exercises); related academic vocabulary; instructional resources; criterion reference; and performance guide. Fifty exercises are provided. Appendixes include a list of seven references and answer keys. (YLB)

ED 353 366   CE 062 570

Aspeslagh, Robert, Ed.; van den Berg, Jannie, Ed.
World without Writing, and Then...They Write for the First Time.
PUB DATE- Feb 91
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Literacy; *Developing Nations; *Economic Development; Foreign Countries; Illiteracy; Labor Education; *Literacy Education; Program Content; *Program Development; Rural Areas; Unions; *Womens Education
IDENTIFIERS- Bolivia; Honduras; India; Latin America; Netherlands; Peru; Popular Education; South Africa

This reader on literacy provides a clear account of the major perspectives on literacy and adult education through 20 papers divided into three categories. An introduction provides an overview of the content of the papers. Part 1, "Issues," contains seven papers: "Literacy: Access to Power" (Dijkstra);

adult basic education students with children to provide computer skills development, an understanding of how computers are used in their children's education, and an opportunity for parents to review their own basic skills during the program. During the first part of the project, the ACCEPT plan was modified to serve parents directly rather than children and parents together, and a curriculum was developed. During the second part of the program, 29 ABE participants (9 more than planned) were provided with 24 hours of instruction (2 days per week for 2 hours each session). The instruction included computer literacy and a review of the various types of software being used to teach basic skill areas in the local school districts. It also included instruction on methods parents could use to share their knowledge with their children. Evaluation of the project showed that participants made excellent progress in their own basic skills and reported a better understanding of and communication with their children. The project was so popular that it ended with a waiting list of 50 people; other possibilities for funding continuation of this type of project are being explored. (The report includes the course outline, handouts, quizzes and exercises, pretest and posttest samples, sample application forms, student comments, publicity and public relations materials, and suggested resources.) (KC)

ED 353 384 CE 062 780

Molek, Carol
National Issues Forums in an ABE Setting. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Citizen Participation; *Discussion Groups; *Literacy Education; *Public Policy; Teaching Methods
IDENTIFIERS- 353 Project; *National Issues Forum

National Issues Forums (NIFs) were conducted for adult basic education (ABE) students in a Pennsylvania adult education and job training center. The forums provide a process of sharing thoughts and opinions about areas of pressing national concerns in an open exchange of everyone's opinion. After instructors participated in NIFs, they developed a curriculum and organized two forums aimed at including at least 10 ABE students. The two forums covered the boundaries of free speech and the United States' role in the world. Seventeen ABE students participated in the forums along with nonstudents. The activity increased the higher-level thinking skills of the ABE students and enhanced their self-esteem and empowerment. Student reactions were positive. (The document includes 12 appendixes of project materials that contain the following: a summary of NIF activities for ABE students, suggested resources, pre- and post-forum ballot, news article, student questionnaire, publicity, NIF materials, including a sample moderator guide, a list of 1991-92 NIF issues, and a NIF order form.) (KC)

ED 353 385 CE 062 784

Bussert, Kathy M.
Synthesis of 107 Workplace Literacy Programs.

simple creative writing activities to reinforce reading; and (4) math activities, to develop comprehensive basic math skills. The activity sheets are easily reproducible. Each begins with a statement of purpose and tells how to proceed. Items that may be needed in performing certain activities are listed as are suggestions for further activities. Each activity is designed to be used as an individual unit, independent of the others. (CML)

ED 353 403 CE 062 811

PROUD Adult Readers 1-4. People Reading Their Own Unique Dictations and A Guide for Teachers and Tutors.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 129p.; For related documents, see CE 062 809-810.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; Basic Skills; *High Interest Low Vocabulary Books; *Language Experience Approach; Literacy; *Literacy Education; Reading Instruction; Reading Skills; *Reading Writing Relationship; Student Developed Materials; *Tutoring; Whole Language Approach
IDENTIFIERS- 353 Project

This document consists of a guide for teachers and tutors and four "readers" for adults. These readers are intended to eliminate the problems associated with book-centered, one-to-one tutoring, such as the following: (1) uninteresting, irrelevant materials focusing on single reading skills rather than reading as communication; (2) materials that lack learner-centered activities; or (3) materials that reinforce low self-worth attitudes. The guide explains the purpose of the readers and has sections on language experience, choosing the appropriate reader, and the use of the readers. It also offers points to remember when using the readers and suggests other uses for the material. Each of the four books consists of stories and follow-up activities designed to teach reading to adult students. The stories, written by students using the language experience approach, range from a few sentences to a few pages. Skill exercises presented after each story include fill-in-the-word, word and plural formation, word search, and comprehension questions. Stories are illustrated with cartoons. The materials are progressively more challenging, so that the teacher can select the appropriate level for each student or may start the student in book one and progress from book to book. (CML)

ED 353 404 CE 062 812

Here Is What We Must Do at School To Get Our Students Ready for Work. Blueprint for a School-to-Work System.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Apprenticeships; Career Counseling; Career Guidance; *Career Planning; Cooperative Education; *Education Work

(Knauft); "Managers on Leaders" (Javidan); "Impact of Leadership on Corporate Success" (Lohmann); "Shido" (Bettin et al.); "Role and Meaning of Leadership Experience" (Fiedler); "Impact of Managerial Behaviors on Group Performance, Stress, and Commitment" (Shipper, Wilson); "Assessing Transformational Leadership and Its Impact" (Sashkin et al.); "Transformational/Transactional Leadership Model" (Van Eron, Burke); "Transformational Leadership's Impact on Higher Education Satisfaction, Effectiveness, and Extra Effort" (Tucker et al.); "Examination of Leader Behaviors, Organizational Climate, and Subordinate Reactions" (Tallarigo, Rosebush); "Relationship between Leaders' Management Skills and Their Groups' Effectiveness" (Quast, Hazucha); "Leadership, Organizational Culture, and Organizational Outcomes" (Koene et al.); "Impact of Leadership Behavior and Leader-Follower Personality Match on Satisfaction and Unit Performance" (Avolio, Howell); "Impact of Who Leaders Are and What They Do" (Cunningham); "High-Involvement, High-Performance Teams in Higher Education" (Riechmann); "Reframing Leadership" (Bolman, Deal); "Impact of Executive Ideology on Structural Change" (Spoth); "Leader Abilities and Group Performance as a Function of Stress" (Gibson); "Impact of Personality, Gender, and International Location on Multilevel Management Ratings" (Wilson et al.); "Impact of Classroom Leadership Training on Managerial/Supervisory Job Performance" (Marson, Bruff); "Empirical Test of the Leadership-Making Model in Professional Project Teams" (Uhl-Bien, Graen); "Beyond Situationalism" (Pace et al.); "Breadth, Focus, and Content in Leader Priority-Setting" (Levi, Mainstone); "In-Situ Team Evaluation" (Edwards); "Dual Impact of Leadership on Performance Appraisal" (Markham et al.); "Impact of Personality Characteristics on Leadership Effectiveness Ratings" (Hammerschmidt, Jennings); "Impact of Institutional Financial Performance on Executive Succession in Higher Education" (Fullagar); "Perceptions of Leadership" (Wrolstad et al.); "Leadership Styles of Successful Women Administrators in Higher Education" (Weddle); and "Myers-Briggs Type Indicator, Subordinate Feedback, and Perceptions of Leadership Effectiveness" (Roush). (YLB)

ED 353 422   CE 062 841

Hammett, Theodore M.
AIDS and HIV Training and Education in Criminal Justice Agencies. AIDS Bulletin.
PUB DATE- Aug 89
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; Correctional Education; Correctional Institutions; Disease Control; *Health Education; *Health Promotion; Human Services; Job Training; *Law Enforcement; *Physical Health; *Police Education; Preventive Medicine; Prisoners; Program Content; Program Development; Public Health

This bulletin summarizes key elements of an effective AIDS training and education program for law enforcement and corrections personnel. First, these key elements of training and education for criminal justice personnel are discussed: staff participation in materials development; timely and frequent training; mandatory training; live training by

decimals; (5) rounding; (6) multiplying and dividing by 10, 100, and 1,000; and (7) multiplication and division by numbers smaller than 1. Chapter 6 covers common fraction ideas, equivalent fractions, and simplifying fractions. Chapter 7 deals with percentages by examining the following: (1) common percentage ideas; (2) comparing two quantities as a percentage; (3) decimals and percentages; (4) finding a percentage of a quantity; and (5) working out 100 percent when given another percentage. Chapter 8 offers worked examples of math problems relating to fitting and machining, plumbing or building, automotive engineering, and commercial cookery. Several chapters include student worksheets reinforcing the chapter concepts and information. (CML)

ED 353 440   CE 062 869

Dyrenfurth, Michael
Internationalizing Technology Education.
PUB DATE- Nov 92
NOTE- 23p.; Paper presented at the Mississippi Valley Conference (Chicago, IL, November 12-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Faculty; College Programs; *Educational Needs; Elementary Secondary Education; *Global Approach; Higher Education; International Cooperation; *International Educational Exchange; *International Programs; Postsecondary Education; Professional Associations; Student Organizations; *Technological Advancement; Technological Literacy; *Technology Education

Internationalizing is not a predominant theme in technology education either in the United States or in Europe. However, the case for internationalizing education and technology education is compelling, especially since the goal of promoting genuine understanding and tolerance is accepted. Four major purposes or themes for internationalization include analysis of the world as a series of interrelated systems, perspectives on the development of modern civilization, cultural understanding, and preparation of citizens to make public policy. Respect for diversity and the concept of sustainable development might well be added to the preceding themes. The essence of internationalization is collaboration, not competition. Based on a literature review, research, and personal experience, a sample list of possibilities can be suggested for evolving a plan for internationalization of technology education. These suggestions fall into the following categories: practice (teaching of technology education in elementary and secondary schools), research, student association activity, graduate education and university faculty, professional association activity, school administration and state departments, and university administration. The key to progress towards internationalization is systematic planning and support of multiple points of contact across the entire faculty, student, and administrator body. Frequent and extended contact are also critical features. (The paper lists 67 references and 41 associations and 18 agencies operating in the internationalization arena.) (KC)

ED 353 441   CE 062 874

Fortney, Clarence; And Others
Gas Tungsten Arc Welding and Plasma Arc Cutting. Teacher Edition.

ED 353 457   CE 062 919

Tobacco Product Education and Health Protection Act of 1991, S. 1088. Hearing before the Subcommittee on Consumer of the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred Second Congress, First Session (November 14, 1991).
PUB DATE- 92
NOTE- 115p.; Document contains some small type. For earlier hearings, see ED 322 409 and ED 323 446-447.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Educational Legislation; *Health Education; *Health Promotion; Physical Health; Secondary Education; *Self Destructive Behavior; *Smoking; *Substance Abuse; *Tobacco; Young Adults
IDENTIFIERS- Proposed Legislation

This document contains oral and written testimony of witnesses who appeared before the Senate committee considering legislation aimed at reducing tobacco addiction among minors. Opening statements were made by Senators Bryan, Ford, Gorton, Kasten, and Sanford. Witnesses included the following: the chief of police, Waunakee, Wisconsin; a representative of the Tennessee Grocers Association; the president of Bozell, Inc.; the president of the American Psychological Association; a representative of the Coalition on Smoking or Health; the program director of the Institute for Social Research at the University of Michigan; the executive director of the Maine Grocers Association; a professor from Florida State University; the director of the Public Citizen Litigation Group; a professor of law from the New York University School of Law; a representative of the Outdoor Advertising Association of America; an elementary school principal; the president and general counsel of the Legal Studies Division, Washington Legal Foundation; the president of the Fraternal Order of Police; the Hon. Mike Synar, U.S. Representative from Oklahoma; a police sergeant from the Woodridge, Illinois, Police Department; a tobacco wholesaler; and a senior consultant to the Tobacco Institute. (CML)

ED 353 458   CE 062 920

The Adult Correctional Education Program of the Massachusetts Department of Correction: A Performance Audit (Senate 1850).
PUB DATE- Nov 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; Adult Education; *Correctional Education; *Correctional Institutions; Equal Education; *Government School Relationship; Limited English Speaking; Literacy Education; Minority Groups; *Prisoners; *Program Effectiveness; Special Needs Students; State Agencies; *Womens Education
IDENTIFIERS- *Massachusetts

A performance audit of the adult correctional education program in Massachusetts resulted in these findings: (1) the department is not adequately carrying out its obligation to educate prison inmates, especially those who are illiterate; (2) the relationship between the department of correction and the division of inmate training and education within the prisons limits the effectiveness of the education programs; (3) the

Development" (Super); "Career Theory in a Dynamic Context" (Arthur); "Career Services in Community and Junior Colleges" (Floyd); "Career Development and the Liberal Arts Student" (Leape); "Career Counseling with College Students in Science and Engineering" (Asmundson); "Career Management for MBAs" (Shinkman); "New Employees: A Career Development Challenge" (Leibowitz, Schlossberg, and Shore); "Help for New Managers: Cultivating Critical Resources" (Hill); "Job as Classroom: Using Assignments to Leverage Development" (White); "Career Anchors and Job/Role Planning: The Links between Career Planning and Career Development" (Schein); "Development through Mentoring: A Strategic Approach" (Kram, Bragar); "Strategic Management Development: Linking Organizational Strategy, Succession Planning, and Managerial Learning" (Hall, Seibert); "Career and Retirement Counseling for Older Workers" (Meyers); "The Career Development Professional" (Sywak); "The Manager's Role in Career Counseling" (Souerwine); "Career Development for Nonexempt Employees: Issues and Possibilities" (Leibowitz, Feldman, and Mosley); "New Directions in Career Assessment" (Savickas); "Computer-Based Career Development Systems across the Lifespan" (Harris-Bowlsbey); "Changing the Conditions of Work: Implications for Career Development" (Bailyn); and "Career Paths in Flexible Organizations" (Walker). (KC)

ED 353 476   CE 062 969

Autobody Technology Curriculum Guide.
PUB DATE- May 90
NOTE- 119p.; For a related technical committee report, see ED 346 268.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; Behavioral Objectives; *Competency Based Education; Electricity; High Schools; *Motor Vehicles; Occupational Safety and Health; *Painting (Industrial Arts); Postsecondary Education; *Repair; State Curriculum Guides; Trade and Industrial Education
IDENTIFIERS- Idaho; Vocational Industrial Clubs of America

This Idaho state curriculum guide provides lists of tasks, performance objectives, and enabling objectives for instruction in auto body technology. Following a curriculum framework that explains major content, laboratory activities, and intended outcomes, the document lists all tasks covered in the curriculum. The bulk of the document consists of 18 modules, each of which is a list of tasks for that module and the performance objectives and enabling objectives that pertain to each task. The modules cover these areas: (1) Vocational Industrial Clubs of America and employability skills; (2) safety; (3) tools and equipment; (4) identification of automotive bodies and frames; (5) management and inventory of disassembled parts; (6) cutting and welding; (7) basic panel repair; (8) panel replacement; (9) body and frame alignment; (10) steering and suspension; (11) electrical systems; (12) trim, accessories, and hardware; (13) thermoplastic and fiberglass repair; (14) glass replacement; (15) painting and refinishing; (16) estimating; (17) detailing and preparation for delivery; and (18) miscellaneous techniques and services. (CML)

ED 353 477   CE 062 971

Automotive Technology Curriculum Guide.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Creativity; *Innovation; Leadership; Organizational Development; *Organizations (Groups); *Problem Solving; *Research and Development; *Theory Practice Relationship

This book was created to place side by side the ideas of researchers and practitioners concerned with organizational innovation. Included are 18 papers: (1) "Social Environments That Kill Creativity" (Teresa Amabile); (2) "High Creativity versus Low Creativity: What Makes the Difference?" (Teresa Amabile and Sharon Sensabaugh); (3) "Creativity and Leadership: Causal Convergence and Divergence" (Dean Keith Simonton); (4) "Adaptors and Innovators: Problem-solvers in Organizations" (M. J. Kirton); (5) "Climate for Creativity: What to Measure? What to Say About It?" (Nancy Koester and Robert Burnside); (6) "Innovation through Investment in People: The Consideration of Creative Styles" (Robert Rosenfeld); (7) "Creating Healthy Change" (Perry Buffington); (8) "Facilitating Creative Problem-solving Groups" (Scott Isaksen); (9) "Establishing a Corporate Environment for Stimulating Innovation" (K. Larry Hastie); (10) "Making Organizations Adaptive to Change: Eliminating Bureaucracy at Shenandoah Life" (John Myers); (11) "Structuring for Innovation...And the Bottom Line" (Robert Swiggett); (12) "Leading a Revolution in American Health Care" (Erie Chapman); (13) "Fostering Creativity and Innovation in a New-Product Research Group" (Richard Wright); (14) "Creative Problem Solving" (David Morrison); (15) "Delivering Managed Service" (Ron Zemke); (16) "Growing Up Creative in America" (Elizabeth Larsen); (17) "Visioning: Building Pictures of the Future" (Robert Burnside); and (18) "The Era of Multiple Transformations: Megatrends for Adults" (Michael Marien). (NB)

ED 353 495 CG 024 713

Biase, D. Vincent; Sullivan, Arthur P.
Outcome of Drug Abuse Treatment and Self Concept Improvement for Mass Transit Workers.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; *Drug Abuse; *Drug Rehabilitation; *Employee Assistance Programs; Employees; Program Effectiveness; *Self Concept
IDENTIFIERS- *Mass Transit

Because of increasing concern about drug use in the work place and its impact on public safety, an urban mass transit agency formed a collaborative treatment link with Daytop Village to provide treatment for "impaired" transportation workers. Effective counseling approaches in the residential setting were adapted for ambulatory use and combined with urinalysis and monitoring by Daytop and the employing agency. Records of 111 randomly selected workers admitted to the program were analyzed. Of these, 57 completed the program and 54 were dismissed for lack of consistent attendance at counseling sessions or other failure to comply with requirements. Treatment effectiveness was measured by program completion, drug free status, self-concept, and psychological measures. The Tennessee Self Concept Scale (TSCS) was administered to subjects at their initial screening for the program and at completion of the program. Those subjects who completed the program reported significant self-esteem score improvements from pre- to post-test on the TSCS and reflected statistically that will survive after the students graduate. The resources section contains reproducible handouts for background information, fact sheets or fund quizzes to distribute to student groups, information for use in speeches or in school newspaper articles, and much more. At the back of the manual additional resources are listed, such as organizations which can be contacted for more information and an annotated list of films. (ABL)

ED 353 515 CG 024 733

Lloyd, David W.
Legal Perspectives on Services To Address Child Abuse and Neglect.
PUB DATE- 16 Aug 92
NOTE- 20p.; Paper presented at the Annual Convention of the Americana Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Interdisciplinary Approach; *Legal Responsibility; Legislation; *Parent Responsibility; *Parent Rights; Public Policy; Social Problems; Trend Analysis

The first and central issue in children's services is the extent to which government may limit or supplant parental action in the control, nurture, and direction of children. Three major governmental approaches include prohibiting behavior; prescribing behavior; and taking direct protective action. There are two legal issues related to prevention of child maltreatment. First, government may use its power to spend to promote pro-social attitudes and values through public awareness campaigns for prevention. However, government may not ban anti-social attitudes and violence from the content of the media. Second, there is the issue of neonatal home visitation for prevention of maltreatment. Although it has been promoted this method raises significant issues of due process. Risk assessment for child protection is in a very rudimentary state. Much of the child welfare class action litigation has focused on the failure of the public child welfare agencies to use "reasonable efforts" to reunify families whose children are in foster care, or to terminate parental rights in a timely manner so that the child may be adopted. Poor families are disproportionately represented in the child protection and child welfare systems. In child protection systems in the year 2000 the emphasis will be on a private-public, community-based, multidisciplinary, coordinated approach to primary prevention. There will also be continued emphasis on a multidisciplinary approach to non-coercive secondary prevention. (ABL)

ED 353 516 CG 024 734

A Cappella: A Report on the Realities, Concerns, Expectations and Barriers Experienced by Adolescent Women in Canada = A Cappella: Rapport sur les realites, preoccupations, attentes et obstacles que connaissent les adolescentes au Canada.
PUB DATE- Nov 90
NOTE- 117p.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)

ED 353 534 CG 024 752

Ikeda, Joanne; Naworski, Priscilla
Am I Fat? Helping Young Children Accept Differences in Body Size.
PUB DATE- 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Body Image; *Eating Habits; Elementary Education; *Elementary School Students; Health Education; *Individual Differences; Nutrition; *Physical Health

This book offers information and ideas to support teachers, parents and other caregivers in their efforts to help children accept and like their bodies. It includes specific tips on dealing with body image issues and suggestions for role modeling healthy attitudes about body size. It also offers suggestions for healthy eating, increasing physical activity for both children and adults and creating a bias-free environment in the school. Chapter 1 focuses on body image and includes discussion on how body image develops, the selling of the perfect body, the self-esteem connection, and being sensitive to body image issues. Chapter 2 focuses on understanding that diversity is normal. It discusses differential growth rates; the role of heredity; and cultural influences. Chapter 3 focuses on nutrition and physical activity. It discusses trusting the body; explaining good nutrition; mealtime issues; and physical activity and body image. Chapter 4 focuses on body image in the school setting. It discusses creating a bias-free school environment; modeling a healthy body image; school food service; physical education; and the school nurse. Chapter 5 focuses on body image in the classroom. It presents classroom activities on accepting diversity, enhancing self-esteem, nutrition, and encouraging physical activity. Chapter 6 focuses on handling difficult situations. It presents three case studies and guidelines to follow when expressing concerns to others who work with the child. The appendixes provide information on children's growth, nutrition, and snacks that appeal to children. (Contains 53 suggested reading references.) (ABL)

ED 353 535 CG 024 753

Kressin, Nancy
Race and Sex Differences in Medical Students' Experiences of Stress.
PUB DATE- Aug 92
NOTE- 9p.; Poster presented to the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Coping; Higher Education; Medical Education; *Medical Students; Personality Traits; *Racial Differences; *Sex Differences; *Stress Variables

Previous research has shown that women and minority medical students experience stresses not observed in their white male peers. This study examined the combined effects of race and sex

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Grade 3; Instructional Effectiveness; Primary Education; *Spelling; *Spelling Instruction; *Word Lists; Word Study Skills
IDENTIFIERS- Words

A study analyzed whether a word study instruction based on open sorting would allow children to have more conventions or strategies available for spelling words in their written work. Subjects, all 22 third-grade students in a suburb of a large midwestern city, were given the Qualitative Inventory of Word Knowledge as pre- and posttests. Three writing samples were collected over an entire school year to examine the carry over of the word knowledge gained by weekly word sorting tasks. Results indicated that the children: (1) paid more attention to all the sounds when attempting new words; (2) engaged in a good deal of risk-taking in the selection of language they used in their writings; (3) developed an awareness of words and often spontaneously found words in other works that were like a pattern studied; and (4) became increasingly articulate over the year about their understandings of words. Findings suggest that: the children were actively involved in a hands-on task; the instruction provided a way to assess as well as inform; and the instruction shifted the focus from spelling errors to making spelling predictive according to the patterns and meanings studied. (A table listing the spelling stage characteristics and a table presenting an example of word lists used for sorting are included.) (RS)

ED 353 555 CS 011 157

Anderson, Valerie; Roit, Marsha
Cognitive Empathy: A Crucial Element in Collaborative Strategy Generation.
PUB DATE- Dec 92
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992). Filled-in print may affect legibility of tables.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; *High Risk Students; Inservice Teacher Education; Instructional Effectiveness; Intervention; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Research; *Reading Strategies; Secondary Education; Secondary School Teachers; Urban Education

A study evaluated a teacher development model that provides teachers with peer support and techniques for fostering active reading strategies in inner-city reading disabled adolescents using Collaborative Strategy Instruction. Subjects were 13 pairs of teachers in 9 middle, junior high, or senior high schools who taught reading comprehension to small pull-out groups of 3 to 10 students for 2 half-hour sessions per week for at least 4 months. Only teachers in the experimental group received training and participated in collaborative strategy instruction sessions with their students. Instructional sessions were videotaped before and after intervention, students were administered different versions of a standardized test as pre- and posttest, and teachers completed questionnaires. Results indicated that: (1) high school classes showed more gains than middle school for both the experimental conversely, instruction that overemphasizes attention to surface features such as letter-sound correspondence impedes its development. The impact of teacher questioning on students' responding implies the need for cautious examination of current practice to develop informed practice. Open-ended questions engender deep, personal connections between reader, writer (the text) and the rich social context of the classroom. (Four figures representing the various models are included; 20 references are attached.) (RS)

ED 353 575 CS 011 183

Pardo, Laura S.
Accommodating Diversity in the Elementary Classroom: A Look at Literature-Based Instruction in an Inner City School.
PUB DATE- Dec 92
NOTE- 27p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Discussion (Teaching Technique); Grade 5; Grouping (Instructional Purposes); Inner City; Intermediate Grades; Public Schools; Reader Response; *Reading Instruction; Reading Material Selection; Reading Research; *Student Journals; *Urban Education; *Whole Language Approach
IDENTIFIERS- *Book Clubs; *Diversity (Student)

A study examined how a teacher accommodated diversity in a fifth-grade classroom in an inner-city school during a 2-year project involving literature-based reading instruction with small student-led response groups called Book Clubs. The Book Club project operated in the classroom using the four components of literacy instruction--reading, writing, discussion, and instruction. The teacher took field notes three or four times per week and kept a personal journal. Some groups were audio-taped and video-taped, and university-based researchers took field notes on a regular basis to provide data about group activity. Four issues that arose during the 2-year study were: (1) grouping students heterogeneously so that they could function cooperatively to discuss literature; (2) choosing appropriate literature, in terms of reading level, interest level, and availability; (3) giving students a voice in this process as the teacher struggled to help students take ownership of the learning process; and (4) working around the constraints of teaching in a public school system. Findings suggest that accommodating the diversity in the students by dealing with these issues as they arose brought successful literacy experiences to many of the students during their year in Book Club. (Three figures representing Book Club components, offering students suggestions on what to put in their reading log, and a sample log page, and a table listing class-generated reading log choices are included; 21 references are attached.) (Author/RS)

ED 353 576 CS 213 553

Quayhagen, Patricia A.
Returning the Human to the Humanities at All Levels.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the College English Association (Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

researchers concerning future directions which will emphasize collaboration and self-actualization. The quest for relevance and accuracy in response research from the mechanistic to the holonomic metaphor provides compelling evidence of the extraordinary wisdom, power, and beauty of human consciousness. (Twenty-five references are attached.) (RS)

ED 353 596 CS 213 669

Saenger, Elizabeth Baird
Exploring Ethics through Children's Literature. Book 1.
PUB DATE- 93
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Discussion (Teaching Technique); Elementary School Students; *Ethical Instruction; *Ethics; Lesson Plans; Primary Education; *Values Education; Young Children
IDENTIFIERS- Trade Books

Designed to improve the rigor and clarity of children's reasoning about ethical issues, this book provides a practical, down-to-earth, discussion-based approach to teaching ethics to second- and third-grade children. The book provides stories, lesson plans, questioning strategies, guidance on using children's books for ethics lessons, and a complete ethics curriculum based on children's literature and incorporating drawing, movement activities, and play. After an introductory section, parts of the book are: Classroom Procedures; Ethics Issues; Teaching Suggestions; Developing Your Own Lessons; Getting Started; Lesson Plans and Stories; Other Activities; and Evaluation. An annotated list of 19 recommended discussion books, and list of 49 books and 8 periodicals that provide a background reading in ethics are attached. (RS)

ED 353 597 CS 213 670

Saenger, Elizabeth Baird
Exploring Ethics through Children's Literature. Book 2.
PUB DATE- 93
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Discussion (Teaching Technique); Elementary School Students; *Ethical Instruction; *Ethics; Intermediate Grades; Lesson Plans; *Values Education
IDENTIFIERS- Trade Books

Designed to improve the rigor and clarity of children's reasoning about ethical issues, this book provides a practical, down-to-earth, discussion-based approach to teaching ethics to fourth- through sixth-grade children. The book provides stories, lesson plans, questioning strategies, guidance on using children's books for ethics lessons, and a complete ethics curriculum based on children's literature and incorporating drawing, movement activities, and play. After an introductory section, parts of the book are: Classroom Procedures; Ethics Issues; Teaching Suggestions; Developing Your Own Lessons; Getting Started; Lesson Plans and Stories; Other Activities; and Evaluation. An annotated list of 19 recommended discussion books, and a list of 49 books and 8 periodicals that provide a and offering course credit for research participation. While there are limitations to each of the various strategies for encouraging undergraduate scholarship, finding and developing such strategies can make everyone a winner. (RS)

ED 353 616 CS 508 038

Schmidt, Wallace V.; And Others
Teaching the College Course Series: Directing Independent Studies and Internships in Communication.
PUB DATE- Oct 92
NOTE- 91p.; Short course presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Students; Higher Education; *Internship Programs; *Interpersonal Communication; Minicourses; *Organizational Communication; Professional Education; *Program Design; Program Implementation; Rhetoric
IDENTIFIERS- Small Group Communication

Noting that there have been few papers or workshops which focus on designing/supervising independent study projects or internship programs, this short course explores the potential variety of independent study projects available in interpersonal and small group communication, rhetoric and communication theory, and organizational communication. The short course examines internships in terms of undergraduate, graduate, and honors programs available in the broad spectrum of communication studies. The course gives specific attention to developing learning objectives, utilizing diverse research methods, designing evaluation procedures, dealing with specific instructional problems, and coordinating such programs. Numerous evaluation forms, survey instruments, syllabi, press releases, and a 155-item selected bibliography are attached. (RS)

ED 353 617 CS 508 041

Hellack, Georg
Press, Radio and Television in the Federal Republic of Germany. Sonderdienst Special Topic SO 11-1992.
PUB DATE- 92
NOTE- 52p.; Translated by Brangwyn Jones.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developing Nations; Foreign Countries; Freedom of Speech; *Mass Media; *Mass Media Effects; *Mass Media Role; Media Research; Professional Training; Technological Advancement
IDENTIFIERS- *Germany; Historical Background; Journalists; Market Analysis; Media Government Relationship; Media Ownership; Third World; *West Germany

Citing statistics that show that its citizens are well catered for by the mass media, this paper answers questions concerning the media landscape in the Federal Republic of Germany. The paper discusses: (1) Structure and framework conditions of the German media (a historical review of the mass media since 1945); (2) Press (including its particular reliance on local news and the creation of the world status media group, Bertelsmann AG); (3) News agencies and public relations work

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; *Educational Environment; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Leadership; Organizational Climate; Politics of Education; *Power Structure; *Social Structure; Sociocultural Patterns

Present attempts to transform the meaning and purposes of schooling through a radically reformed notion of leadership are examined in this paper. The first part presents a framework that explains the mechanisms through which school cultures are produced, reproduced, and transformed: pedagogy, curriculum, assessment, and discipline. The first puzzle of culture and leadership involves cultural formation and cultural difference. The paper refers to the cultural battles that occur under the umbrella of the pursuit of modernity; the transformation of social structures increasingly dominated by industrialism, capitalism, surveillance, and control; the shifts in cultural formation and production that result; the battle between lifeworld and system; the dangers of a commodification of culture and the emergence of repressive regimes of power and of a political economy of truth that, among other things, is produced and transmitted under the control of a few great political and economic apparatuses. These are battles that effect both individual and collective futures. Because schools are centrally concerned with such futures, school leaders must understand these issues and the ways in which they are articulated through the school's message systems. The second puzzle involves purpose and practice in the school. Alternative implications of current attempts to refashion the four message systems are described. The third puzzle examines leadership as a moral question; choices made by educational leaders are historical in that they change history and are judged by history. (Contains 12 references.) (LMI)

ED 353 637 EA 024 440

Dorrell, Larry D.
Oh, for Lake Wobegon: Where School Choice Is Not Discussed.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Equity (Finance); *Educational Opportunities; Educational Research; Elementary Secondary Education; *Nontraditional Education; Parent Influence; Public Schools; *School Choice; *School Restructuring

Issues in the national school choice debate are examined in this paper. Proponents of school choice have included the last two Republican Presidents, the Education Commission of the States, and many state governors and business community leaders. Gallup polls conducted during 1989-91 indicate that school choice (among public schools) is a popular concept among parents. Opponents fear a lack of government commitment for funding, inequitable funding, and the creation of unequal schools. They also cite research findings indicating that parental choice is often based on parental convenience rather than on academic opportunities. An analysis of articles on choice in educational journals from 1982-91 ("Readers' Guide to Periodical Literature" and ERIC) shows the extent to which choice has become an issue within the educational community. The proliferation of journal coverage on choice raises the question weakest in the areas necessary for effectiveness in changed school systems. Chapter 6 offers conclusions and recommendations for improving board performance and endorses state action that changes the roles and responsibilities of local boards. One figure, 15 tables, and chapter endnotes are included. (Contains 61 references.) (LMI)

ED 353 655 EA 024 588

The Fiscal Survey of States.
PUB DATE- Oct 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Economic Climate; *Economic Impact; *Economic Status; Elementary Secondary Education; Expenditures; *Fiscal Capacity; Income; Retrenchment; *State Norms

Findings of the 1992 Fiscal Survey of the States, published biannually are presented in this document. The survey presents aggregate and individual data on the states' general fund receipts, expenditures, and balances. Although not the totality of state spending, these funds are used to finance most broad-based state services and are the most important criteria for determining fiscal health. Following the preface and executive summary, chapter 1 examines the relationship between the national economy and state revenues. Despite the overall slow economic growth, states' economic conditions are diversified. Chapter 2 examines developments in state spending and presents strategies for budget adjustment. Information on state revenues is provided in the third chapter, which shows how states' revenue growth for 1992-93 is substantially less than the growth seen during the 1979-93 period. Chapter 4 demonstrates how states' year-end balances have dipped dramatically and are inadequate to address unforeseen circumstances. Variations in regional financial outlooks are described in the fifth chapter, and the strategic directions of states are identified in the sixth chapter. New policy directions fall into two main areas: statewide management change and health care reform. The document concludes that weak revenue growth and mounting demands for government services, such as health care and education, will continue to place pressure on state budgets throughout the 1990s. Four figures and 10 tables are included. The appendix contains 12 tables. (LMI)

ED 353 656 EA 024 589

Long-Range Financial Planning: A Guide for School District Fiscal Policy Teams.
PUB DATE- 90
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Finance; Educational Planning; Elementary Secondary Education; *Financial Policy; Guidelines; *Long Range Planning; Master Plans; Program Development; *School Districts; *School District Spending
IDENTIFIERS- *California

This guidebook presents information to help school district society. Four figures are included. (Contains 8 references.) (LMI)

ED 353 676 EA 024 615

Playko, Marsha A.; Daresh, John C.
Field-Based Preparation Programs: Reform of Administrator Training or Leadership Development?
PUB DATE- Oct 92
NOTE- 33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Role; Educational Administration; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Leadership Training; Management Development; Mentors; *Principals; *Professional Development; Program Effectiveness

Findings of a study that examined the effect of participation in Danforth Foundation-sponsored principal training programs on participants' perceptions of leadership and administrative behaviors are presented in this paper. The field-based program aims to increase minority representation in educational leadership. Interviews, on-site observation, and document analysis were conducted to follow six participants in three universities as they moved from a classroom teacher to a school leadership role. Five of the six individuals returned to classroom teaching assignments rather than to administrative positions. Findings indicate that: (1) candidates perceived as highly capable leaders enhanced their skills; (2) candidates developed broader definitions of leadership; (3) the cohort organization and mentoring practices were critical forms of personal and professional support; and (4) participants developed insights into a variety of professional roles. Recommendations are made to develop proactive strategies for recruiting highly capable candidates, create induction support systems, and provide supportive inservice education that offers a proactive perspective of leadership. A conclusion is that informational school leaders are an important resource for enhancing the overall quality of schools. (Contains 18 references.) (LMI)

ED 353 677 EA 024 620

Paredes, Vicente; Frazer, Linda
School Climate in AISD.
PUB DATE- Sep 92
NOTE- 35p.; A one-page executive summary is included.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Dropout Rate; *Educational Environment; Elementary Secondary Education; *Organizational Climate; School Districts; Student Attitudes; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- *Austin Independent School District TX

This report describes and presents analyses of school climate information collected in the Austin Independent School District (AISD) since 1988-89. Three survey instruments were used to collect most school climate data--an anonymous survey of teachers, a confidential survey of teachers and administrators, planning, maintenance, and operation. Information is provided on the following: factors leading to the present concern about indoor air quality; the two types of air quality problems--the thermal environment and air contaminants; assessment of indoor air quality; establishment of a comprehensive facilities maintenance program; and building planning and design. Risks associated with specific activities are highlighted and control methods are described. Ten case studies illustrate typical examples of indoor air quality problems encountered in schools. The final section describes existing federal statutes and government activity. Two questionnaires (short form and extended form) pertain to the investigation of an indoor air quality problem. One figure and three tables are included. (LMI)

ED 353 696 EA 024 646

Turner, Ronald W.; And Others
Guidelines for Controlling Indoor Air Quality Problems Associated with Kilns, Copiers, and Welding in Schools. Technical Bulletin.
PUB DATE- Feb 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; Elementary Secondary Education; *Environmental Standards; *Equipment Maintenance; *Equipment Standards; Hazardous Materials; Heating; Reprography; *School Buildings; School Safety; Ventilation; Welding
IDENTIFIERS- *Air Quality; *Maryland

Guidelines for controlling indoor air quality problems associated with kilns, copiers, and welding in schools are provided in this document. Individual sections on kilns, duplicating equipment, and welding operations contain information on the following: sources of contaminants; health effects; methods of control; ventilation strategies; and environmental standards and guidelines. Four figures are included. (LMI)

ED 353 697 EA 024 647

Turner, Ronald W.; And Others
Guidelines for Controlling Environmental Tobacco Smoke in Schools. Technical Bulletin.
PUB DATE- Feb 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Air Pollution; Compliance (Legal); Elementary Secondary Education; *Environmental Standards; Hazardous Materials; Public Health; Public Schools; *School Buildings; *Smoking; *Tobacco; *Ventilation
IDENTIFIERS- *Environmental Tobacco Smoke; *Maryland

Environmental tobacco smoke (ETS) is one of the most widespread and harmful indoor pollutants. This document offers guidelines for controlling ETS in schools. The harmful effects of passive smoke and the Maryland policy regarding smoking in public places are first described. Strategies to control exposure to ETS are outlined, with consideration of ventilation standards pamphlets, dissertations, bibliographies, ERIC (Educational Resources Information Center) documents, and research reports. For each of the almost 400 entries, bibliographic information is supplied along with an annotation and subject descriptors. Indexes provide access by author, subject descriptors, and titles. In addition, the document provides a cumulative listing of Transition Institute documents in ERIC; a list of products developed by OSERS (Office of Special Education and Rehabilitative Services) projects, organized by federal grant competition; and a list of OSERS project directors. (JDD)

ED 353 719   EC 301 750

Field Hearing on Rehabilitation Services and Education of the Deaf Programs. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (Phoenix, AZ, May 11, 1992).
PUB DATE- 11 May 92
NOTE- 169p.; Serial No. 102-123. Parts of the document contain small print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Delivery Systems; *Disabilities; Education Work Relationship; Elementary Secondary Education; Federal Legislation; *Hearing Impairments; Hearings; *Hispanic Americans; Minority Groups; Postsecondary Education; *Rehabilitation Programs; Teacher Education; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- Americans with Disabilities Act 1990; Arizona; Congress 102nd; Rehabilitation Act 1973

This hearing, held in conjunction with the reauthorization of the Rehabilitation Act of 1973, examined: (1) rehabilitation services for traditionally underserved groups, particularly persons from the Native American population and Hispanic communities; (2) issues concerning transition from school to work, community job development, and the impact of the Americans with Disabilities Act on the rehabilitation service delivery system within each state; and (3) issues relating to the education of the deaf, the deaf culture, and programs to prepare teachers of students with hearing impairments. The hearing transcript includes statements, prepared statements, and supplemental materials from: Major R. Owens (House member from New York); Arizona rehabilitation officials; Arizona service providers; a vocational rehabilitation supervisor; a legal assistant; a professor from a teacher education program in deafness; representatives of the National Federation of the Blind of Phoenix, D.E.A.F. Deaf Network, and ARC (Association for Retarded Citizens) of Arizona; and concerned citizens. Of special note is a 60-page report by Laura L. Love titled "'School to Work' Transition Services for Students Receiving Special Education Services in Arizona." (JDD)

ED 353 720   EC 301 751

Howley, Craig
Keeping Children Gifted: How It Happens and How It Doesn't.
PUB DATE- 13 Nov 92
NOTE- 26p.; Keynote Address presented at the Conference of the Tennessee Association for the Gifted (Nashville, TN, November 13, 1992). For a related paper, see EC 301 752.
LANGUAGE- English

NOTE- 56p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Education; Cooking Instruction; Curriculum; *Disabilities; Food Service; *Foods Instruction; High Schools; High School Students; Instructional Effectiveness; Learning Disabilities; Mild Mental Retardation; Program Development; *Psychomotor Skills; Special Education; *Teaching Methods; *Vocabulary Development; *Vocational Education; Work Sample Tests
IDENTIFIERS- Florida

This practicum involved designing a special program for a target group of 19 high school Exceptional Student Education students enrolled in a culinary arts vocational program to build and maintain basic culinary arts skills. The program, intended to enable them to qualify for the Florida culinary arts completion certificate, was designed by the vocational education teacher in cooperation with the special education/resource teacher. The students were instructed in 8 of the 15 competencies included in the Florida state requirements, and were given intense verbal practice for culinary arts vocabulary and repetitive psychomotor practice with verbalization for weights/measures procedures and cooking/preparation techniques. Areas of competency included: cutting julienne style; chopping and dicing; slicing, shredding, and grating; knowledge of mire poix (a technique used in the preparation of sauces); breading procedures; sauteing and deep frying; using weights and measures; and practicing sanitation, safety, and hygiene. Results indicated the students were able to perform 80 percent of the 8 competencies successfully, and it is projected that the students could also master the remaining competencies. Development of a special curriculum with different exit points which correlate with specific jobs in the culinary industry is recommended. Appendixes contain a student flow chart, a curriculum framework, expected competencies, and an assessment form. (Contains 26 references.) (Author/JDD)

ED 353 738 EC 301 771

Major Work Program Parent Guide.
SPONS. AGENCY- Martha Holden Jennings Foundation, Cleveland, Ohio.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Curriculum; Elementary Secondary Education; *Enrichment Activities; *Gifted; *Parent Child Relationship; *Special Education; Special Programs; Student Characteristics; Student Needs
IDENTIFIERS- Cleveland Public Schools OH

This guide is designed to help parents and other interested persons understand the nature and needs of gifted children, to provide ideas and activities that will nurture gifted children, and to explain the components of the Major Work Program, which is the gifted education program of the Cleveland (Ohio) Public School District. The guide outlines the history and goals of the Major Work Program; and provides information on eligibility; what is expected of both students and parents;

recognize the characteristics of play in young children and its relationship to developmentally appropriate practice; (2) comprehend the significance of play in the development of young children; (3) understand the correlation between play and learning-related activities; and (4) become familiar with relevant teaching techniques associated with play. (Contains approximately 50 references.) (DB)

ED 353 754 EC 301 788

Pisarchick, Sally E.; And Others
Technology. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
SPONS. AGENCY- Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE- 92
NOTE- 823p.; For related documents, see EC 301 784-792. Title on the first of two cover pages varies slightly.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Competency Based Teacher Education; Computer Uses in Education; Curriculum Development; *Disabilities; Early Intervention; Educational Philosophy; *Educational Technology; Family School Relationship; Financial Support; *Inservice Teacher Education; Preschool Education; Special Education
IDENTIFIERS- Project Prepare OH

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on assistive technology and technological interventions in preschool programs. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles of the Ohio Department of Education's Division of Early Childhood Education: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module focuses on six goals: (1) gaining an overview of assistive technology and its curricular role; (2) familiarity with switch applications to increase the independent control and participation of young children; (3) understanding the basic use of computers and peripherals; (4) understanding of how computers and peripherals can be integrated into the curriculum; (5) gaining an overview of augmentative and alternative communication systems; and (6) obtaining practical information regarding funding for assistive technology devices and services. (Contains 34 references.) (DB)

ED 353 755 EC 301 789

Pisarchick, Sally E.; And Others

Interaction in Speech Therapy Groups Directed by Two Therapists" (Danielle Gabus and Martine Parel); and "Languages of the Therapist and Languages of the Child: The Therapeutic Coupling" (Raymond B. Traube). (MSE)

ED 353 772 FL 019 687

Coll, Ana; And Others
Impacto de un programa de lectura extensiva en la adquisicion de una segunda lengua (Impact of an Extensive Reading Program on Second Language Acquisition).
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at National Congress of the Spanish Association of Applied Linguistics (San Sebastian, Spain, April 9-12, 1991).
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Foreign Countries; Language Research; *Linguistic Theory; Reading Instruction; *Recreational Reading; Secondary Education; *Second Language Learning; Student Evaluation
IDENTIFIERS- *Krashen (Stephen); Spain

This study investigates the application of Krashen's Input Hypothesis, studying the relationship between exposure to the target language and language acquisition within the context of the English-as-a-foreign-language secondary classroom in Spain. The project studied the effect of additional reading instruction with emphasis on reading for pleasure. Series of graded readers were made available to students in the experimental group who were asked to turn in short reports on which they received teacher feedback. An average of 15 hours of after school reading was completed by students in the experimental group. Student achievement was evaluated via the short form of the English Language Skills Assessment (ELSA), a multiple-choice cloze test, a dictation test, the Spew test (vocabulary), and a self-assessment measure. The difference between control and experimental groups was not significant. The following possible explanations are provided: reading does not correlate with greater achievement in a second language; the treatment provides either inadequate or insufficient input to support Krashen's hypothesis; the length of the study was insufficient to show significant results; the measurement tools used were inadequate to capture differences. (SR)

ED 353 773 FL 019 688

Hernandez, Margarita; And Others
Variables Afectivas en la Adquisicion de la segunda lengua (Affective Variables in Second Language Acquisition).
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at National Congress of the Spanish Association of Applied Linguistics (San Sebastian, Spain, April 9-12, 1991).
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *English (Second Language); Foreign Countries; High Schools; High School Students; Measures (Individuals); *Second Language Learning; *Self Concept; *Shyness
IDENTIFIERS- Spain (Barcelona)

(080)
DESCRIPTORS- Cultural Influences; *Folk Culture; *Idioms; Language Research; Linguistic Borrowing; *Linguistic Theory; *Semantics

To the synchronic linguistic analyst, an idiom is, by nature, semantically noncompositional. However, the language-user-in-culture may know (among other things) how the association between the non-literal and the literal meanings of an idiom is culturally motivated. This paper looks at such cultural knowledge of idiomaticity, with evidence for "Idiom Calquing"--the literal borrowing of idioms across languages, and "Folk Literalization"--the re-creation of literal meanings for idioms. (Contains 22 references.) (Author)

ED 353 797 FL 020 568

Huckabay, Hunter
A Cyclic Approach to Simple Cliticization.
PUB DATE- 90
NOTE- 15p.; For serial issue in which this paper appears, see FL 020 565.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Language Variation; Linguistic Theory; *North American English; *Phrase Structure; *Sentence Structure; *Structural Analysis (Linguistics); Verbs
IDENTIFIERS- *Clitics; *English (Southern)

A sentence such as "I am going to find the store" may be reduced to "I ma find the store." This reduction consists of a reduction of the auxiliary, changing "I am" to "I'm," and an adjunction of infinitival "to" onto "going" to derive "gonna." From there, "gonna" is reduced to produce the complex clitic I ma . This series of reductions can either be implemented consecutively, without interacting with other operations, or the reductions can be derived cyclically. The cyclic approach avoids a number of conceptual and empirical problems while also establishing the fundamental nature of cyclicity. (Contains 13 references.) (Author)

ED 353 798 FL 020 569

Shimada, Misaki
On Japanese Causative: Review of Shibatani's Notion of Causative.
PUB DATE- 90
NOTE- 12p.; For serial issue in which this paper appears, see FL 020 565.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Japanese; *Linguistic Theory; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Causatives (Grammar); *Shibatani (Masayoshi)

In this article, characteristics of Japanese causative constructions are reviewed and discussed based on an article by Masayoshi Shibatani (1976), who has worked extensively with the Japanese causative. First, the nature and definitions of the causative are discussed. Then, the types of Japanese causative are presented; finally, a categorization of verbs according to their causativity is suggested. The article concludes by underscoring the value of the notion of causativity and a proficient (LEP), immigrant students in 3 high schools. Most were native Spanish speakers. Major findings of the program evaluation for the 1991-92 school year include the following: (1) students are predominantly low-income, over-age for their grade, dominant or monolingual in a language other than English, and academically below grade level but demonstrate a commitment to their education; (2) participants, on average, showed improvement in language skills; (3) compared to similar LEP students, the participants performed better on measures of school success such as attendance and grade point average; they improved credits earned and had a lower dropout rate than anticipated; (4) staff opinion was that the program was very effective and assisted students in making the transition to English and the school culture; and (5) participant opinion was that the program was very beneficial academically, linguistically, and socially. Program and budget data and profiles of two graduating students are included. (MSE)

ED 353 822   FL 020 914

Bourke, James Mannes
The Case for Problem Solving in Second Language Learning. CLCS Occasional Paper No. 33.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; College Bound Students; Determiners (Languages); Educational Strategies; *English (Second Language); Foreign Countries; Foreign Students; *Grammar; *Hypothesis Testing; Instructional Effectiveness; Postsecondary Education; *Problem Solving; Second Language Instruction; *Second Language Learning; Verbs
IDENTIFIERS- *Ireland

A study undertaken in Ireland investigated the effectiveness of a second language teaching strategy that focused on grammatical problem-solving. In this approach, the problems are located within the target language system, and the problem-solving involves induction of grammatical rules and use of those rules. Learners are confronted with instances of a specific grammatical problem, from which they induce a generalization about form and function. They are provided with tools for solving the problem, such as examples, hints, and feedback. Learners are then given opportunities to use the rules to confirm them, observe how the new rules interact with others, and explore relationships between linguistic structures and their communicative values. Subjects were approximately 100 secondary school graduates, all foreign nationals, attending pre-university courses leading to the Irish school leaving certificate examination. Participants were placed according to ability level and randomly divided into experimental (problem-solving) and control (conventional grammar instruction) groups. Instruction covered six topics of grammar: articles; quantifiers; past simple vs. present perfect tense; logical connectives for addition, contrast, concession, and cause/effect; relative clauses; and passive voice. Experimental subjects found the approach effective and relevant and achieved greater gains in both competence and performance than did control subjects. (MSE)

ED 353 823   FL 020 915

Guide for Native Language and Content Area Literacy Programs for

"Development and the Possibilities for Literacy" (Ooijens); "Can We Work Literacy into Every Context of Development in Developing Countries?" (Shrivastava); "Can Literacy Work Lead to a Critical Consciousness?" (Hammink); "Beyond Literacy" (Barik); "Do We Need Separate Literacy Courses for Women?" (van Dijk); and "Teach Literacy in the First or Second Language?" (Tholen). Part 2, "Applications," consists of nine papers: "Literacy Crash Course: An Experiment with Tribal Women" (Shrivastava); "Amidst the Jungle of the Simipal Hills" (Barik); "The Income Project on Education" (Kumar); "Literacy in Rural Areas: TRICON Associates" (Banerjee); "Literacy in Zimbabwe: Problems and Limitations" (Chombo); "English Literacy: A Unions' Project in South Africa" (Mavuso); "The Literacy Work of CEPROD (Development Studies and Promotion Center)" (Galindo, Barahona); "Technical Training for Women: The Work of INCATEM (Institute of Technical Training for Women)" (Escobar); and "Literacy of Women in Peru" (Dasso). Part 3, "Requirements," contains four papers: "Supporting Literacy for Development" (Dubbeldam); "Limitations and Problems of Literacy Work from a Donor's Point of View" (Monteiro); "Limitations and Problems for Literacy Campaigns with Respect to Support and Prerequisites for Support" (de Vries); and "Education for All" (Storm et al.). Appendixes include an 83-item bibliography, an index, and brief biographies of authors. (YLB)

ED 353 367   CE 062 595

Making Sense of Federal Job Training Policy; 24 Expert Recommendations To Create "A Comprehensive and Unified Federal Job Training System."
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Administrator Attitudes; Community Organizations; Employment Programs; Federal Aid; *Federal Government; *Federal Legislation; Federal Programs; Futures (of Society); Job Development; *Job Training; Parent Attitudes; Postsecondary Education; Program Administration; *Program Effectiveness; Program Evaluation; *Program Improvement; *Public Policy; Secondary Education; Student Attitudes; Teacher Attitudes; Vocational Education
IDENTIFIERS- *Job Training 2000

These 24 essays look at what is wrong with federal employment training efforts and offer ideas for building a more effective system. A preface describes "The Governance of Federal Employment and Training Efforts" (Halperin). An "Introduction" (Zuckerman) discusses the sources of these essays that explore the implications of private industry councils, one-stop shopping, vouchers, certification, funding levels, community-based services, and coordination of many different programs. The essays are grouped by client's perspective, community organizations, policy analysts, educators, and government, business, and labor. Titles and authors are as follows: "Young People's Response to Job Training 2000" (Higgins and others); "Counsel to the Employment and Training Community and My Child" (Masters); "Systems Are Built from the Ground Up" (Butler); "The Employment Thing" (Kaplan); "Equal Access, Pay, and Opportunities for Young Women" (Wurf); "The Essential Elements of Job Training" (Velazquez); "A CBO (Community-Based Organization) Perspective" (Harris); "Youth Service Providers' Response to Job Training 2000" (Tennyson and others); "The

PUB DATE- 11 Nov 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Curriculum; *Educational Finance; *Education Work Relationship; Literacy Education; *On the Job Training; *Program Descriptions; School Business Relationship; Staff Development
IDENTIFIERS- *Workplace Literacy

A study examined information from 107 workplace literacy program descriptions from the United States and drew conclusions about joint partnerships, funding, and flexibility. Most of the program descriptions were found in an extensive search using the ERIC database. The programs described were from 1989 and 1990. Some of the findings were the following: (1) 96 of the 107 programs examined involved 1 or 2 more partners (64 percent involved 2 partners), most commonly a school and a business, and other possibilities were 2 businesses or a school and a literacy organization; (2) funding sources were mentioned in only 33 of the programs, and of these, 30 percent were funded by single-source providers, with 7 of the 33 programs funded only by businesses; (3) the majority of workplace literacy programs had multiple-source funding; (4) the average program cost $1,118 per student; (5) much more funding was spent per employee in workplace literacy programs than was spent per public elementary and secondary school student between 1970 and 1989; (6) about one-third of companies with 100 or more employees provided remedial basic education, although such training was the lowest priority in most companies; and (7) most of the 53 program descriptions that reported on flexibility issues such as open entry/open exit, hours, self-pacing, flexible location, and curriculum claimed flexibility in one or more of these areas, most commonly curriculum and hours. (Contains 33 references.) (KC)

ED 353 386 CE 062 788

Project LEAP: The Labor Education Achievement Program. A Program To Improve the Literacy Level and Productivity of the Workforce. Final Project Report. April 1, 1991-September 30, 1992.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Sep 92
NOTE- 71p.; For related documents, see CE 062 477-478 and CE 062 789.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Ancillary School Services; Competency Based Education; Computer Assisted Instruction; Corporate Support; Curriculum Development; Employer Attitudes; Inservice Teacher Education; *Job Skills; *Labor Education; Labor Force Development; *Literacy Education; Program Development; State Programs; Unions
IDENTIFIERS- *Workplace Literacy

Maryland's Labor Education Achievement Program (LEAP) worked with a wide diversity of union workers in multiple industries and within numerous private companies and public agencies over a dispersed geographic area. Staff development included a workshop for local coordinators and a teacher inservice

Relationship; High Schools; High School Students; Job Placement; Labor Force Development; Lifelong Learning; School Business Relationship; School Holding Power; Student Employment; *Transitional Programs; Vocational Education; *Vocational Training Centers; Work Experience Programs

This pamphlet is a four-step blueprint for a school-to-work system for getting students ready for work. Step one proposes that every school-to-work system be guided by the following principles: (1) encourage participants to attain high academic standards; (2) encourage students to stay in school; (3) link classroom curriculum to work-site experiences and emphasize lifelong learning; and (4) enhance students' prospects for employment. Step 2 ensures a career resource center in every high school to provide career counseling and information about careers. In step 3, the school-to-work system provides students with options that will help them learn and gain the skills needed to compete. The following options are suggested: youth apprenticeships, cooperative education, tech prep, school-based enterprises, career academies, vocational-technical schools, and vocational student organizations. Step 4 is to certify graduates in terms of what they have learned and to support them in the following ways: (1) be sure graduates know how to apply for employment; (2) offer job placement assistance; and (3) provide evaluation and follow-up to see whether graduates are getting and holding career-related jobs. A checklist of activities and a list of 12 sources for more information are provided. (CML)

ED 353 405   CE 062 813

Poulton, Bruce R.
The Workplace Literacy System Project (WLS). Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Nov 92
NOTE- 113p.; A Demonstration Project of the National Workplace Literacy Program. Sara Lee Knit Products Company also participated in the program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Computer Assisted Instruction; *Curriculum Development; Demonstration Programs; *Education Work Relationship; High School Equivalency Programs; Inplant Programs; *Literacy Education; Multimedia Instruction; *On the Job Training; *Optical Disks; Outcomes of Education; Postsecondary Education; Program Effectiveness; School Business Relationship; Staff Development
IDENTIFIERS- Textile Industry; *Workplace Literacy

The Workplace Literacy System Project (WLS) prepared interactive CD-ROM discs containing about 50 hours of instruction and drill in basic skills presented within the context of the textile/apparel manufacturing industry. The project was conducted at a Sara Lee knit products plant in North Carolina. During the project, literacy task analyses were completed for all occupations at the plant, documented for each job position, and organized into a curriculum outline. A total of 376 employees were recruited, and a comprehensive workplace literacy curriculum for the textile industry was developed and knowledgeable trainers; training keyed to criminal justice and law enforcement; avoiding alarmism and complacency; and the positive influence of criminal justice personnel as educators in the community. Two figures list recommended subjects for law enforcement AIDS training and education programs and educational and action messages for AIDS-related training that correspond to specified issues/concerns. Second, key elements of training and education for offenders are summarized: live training presentations and videotapes; individual counseling; prerelease training; inmate newspapers; content of offender training: sexual activities and needle sharing; and training and education in jail. Definitions and means of transmission of HIV infection and AIDS are highlighted in a box. (YLB)

ED 353 423   CE 062 842

Beilke, Jayne; Dacey, Vickie
Region 10 Tech Prep Consortium. Final Evaluation Report.
SPONS. AGENCY- Indiana State Dept. of Workforce Development, Indianapolis.
PUB DATE- 29 Jul 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); *Consortia; *Cooperative Programs; High Schools; *Inservice Teacher Education; Institutional Cooperation; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Teacher Attitudes; *Technical Education; Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Indiana; *Tech Prep

The Tech Prep Region 10 Consortium in Indiana was formed to develop and expand the use of the Tech Prep model adopted by the state to all educational institutions in the region. Involving collaboration among postsecondary institutions, secondary schools, and business and industry within state regions, the consortium design involved three phases: an initial year of planning and development, a second year focusing on establishing curriculum for secondary education, and a final implementation phase. Evaluation of the first phase showed that although the planned 8-month time frame was shortened to 4 months, many of the project's goals were accomplished. Some of the results of evaluation were the following: (1) all secondary schools in Region 10 received an orientation to Tech Prep, site members were identified, and their names entered into a database; (2) six training sessions for teachers and administrators in the region were held, resulting in the dissemination of curriculum and practical information and the development of networks; (3) most teachers and administrators who attended the sessions found them helpful, according to questionnaires returned by participants; and (4) almost all consortium members were supportive of Tech Prep and wished to continue as site team members or coordinators after the first year. (Four appendixes to the report include objectives and a timeline for the planning phase, a session evaluation form, and site team questionnaires. Tables include an organizational chart, enrollment data for consortium schools, and ratings of how goals were met by site team members.) (KC)

ED 353 424   CE 062 843

Bruce, James S.

PUB DATE- 92
NOTE- 256p.; For related documents, see ED 341 786-787, ED 348 483, ED 348 487, and CE 062 875.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Competence; Competency Based Education; Construction (Process); Course Content; Entry Workers; *Job Skills; Learning Activities; Lesson Plans; Maintenance; *Metal Working; Postsecondary Education; Secondary Education; Teaching Guides; Teaching Methods; Test Items; Transparencies; Units of Study; *Welding

This welding curriculum guide treats two topics in detail: the care of tungsten electrodes and the entire concept of contamination control and the hafnium electrode and its importance in dual-air cutting systems that use compressed shop air for plasma arc cutting activities. The guide contains three units of instruction that cover the following topics: orientation and safety; equipment, applications, and techniques; and plasma arc cutting. Each instructional unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. A glossary of technical terms is also included. The unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. This teacher edition also contains the following information: use of the publication; tools, materials, and equipment list; competency profile; instructional/task analysis; academic and workplace skill classifications and definitions; related academic and workplace skills list; and reference list. (KC)

ED 353 442   CE 062 875

Fortney, Clarence; And Others
Shielded Metal Arc Pipe Welding. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 231p.; For related documents, see ED 341 786-787, ED 348 483, ED 348 487, and CE 062 874.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Competence; Competency Based Education; Construction (Process); Course Content; Entry Workers; *Job Skills; Learning Activities; Lesson Plans; Maintenance; *Plumbing; Postsecondary Education; Secondary Education; Standards; Teaching Guides; Teaching Methods; Test Items; Transparencies; Units of Study; *Welding

This second edition of the shielded metal arc pipe welding curriculum guide presents both basic and advanced pipe welding skills. All specifications for procedure and welder qualification are presented according to national standards. The standards also include the test position for both groove and fillet pipe welding. The guide contains three units of instruction that cover the following topics: pipe welding orientation, safety, and equipment; print reading and layout for pipe welding; and pipe welding techniques and applications.

educational program does not accommodate the educational needs of the prison's minority population, and minorities are underrepresented in the staffing of the program; and (4) there are substantial inequities in the adult correctional education system in that the principal institution for female prisoners does not have the same number of vocational resources as the institutions for male prisoners and the vocational education resources available to male prisoners are inappropriately distributed among institutions. Correlated with these findings, the audit recommends the following: (1) make literacy a systemwide goal, implement a demonstration project for mandatory education, and implement participation incentives; (2) review the organizational relationship between education staff and other staff in the prisons and increase program utilization with aggressive outreach; (3) develop a minority hiring and recruitment plan and expand education for non-English-speaking inmates; and (4) bring vocational programs for women up to the level of vocational programs for men and redistribute vocational resources. (Appendix A lists course offerings and appendix B is the auditee's response letter and a list of other oversight publications.) (CML)

ED 353 459   CE 062 921

Mission Possible: Career Education.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Career Planning; Educational Needs; Foreign Countries; Goal Orientation; Interdisciplinary Approach; Program Descriptions; Program Development; *Program Implementation; School Community Relationship; Secondary Education; Special Needs Students
IDENTIFIERS- *Alberta

This packet of materials is intended for high school educators who are interested in implementing career education programs. Introductory information explains the need for career education, the targeted audience, access to resources, and objectives. Descriptions of the career education programs of seven schools throughout the province of Alberta are provided. These schools represent large and small student populations, rural and urban settings, well-developed programs, and programs with dreams just being realized. They portray a cross-section of innovative practices that demonstrate the diverse career education possibilities in Alberta's secondary schools. The schools and specific focus of the career education program are as follows: Bev Facey Composite High School with a focus on goal setting; Crescent Heights High School with a student-centered approach; L. Y. Cairns School with a focus on school teamwork; Grande Cache Community School with a focus on community partnerships; Bishop Carroll High School with a focus on meaningful learning; Roland Michener Junior/Senior High School with a developmental approach; and Lacombe Composite High School with an open-door policy. Key points of each program/focus are highlighted in the left-hand margin. Contacts are listed. Other contents include the following: a list of addresses, materials, and services provided by four sources; addresses of three professional groups; and information on related conferences. (YLB)

ED 353 460   CE 062 922

PUB DATE- Jul 89
NOTE- 202p.; For a related technical committee report, see ED 346 269.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Competency Based Education; Diesel Engines; *Engines; High Schools; *Motor Vehicles; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; Standards; State Curriculum Guides; Trade and Industrial Education
IDENTIFIERS- Idaho

This Idaho state curriculum guide provides lists of tasks, performance objectives, and enabling objectives for instruction in automotive technology. The document begins with a list of all tasks covered by the curriculum, a short course outline, and a curriculum framework that explains major content, laboratory activities, and intended outcomes. Enabling objectives are briefly explained. The bulk of the document consists of 10 modules, each of which is a list of tasks for that module and the performance objectives and enabling objectives that pertain to each task. Each module also contains an illustration master (a labeled drawing of an engine, for instance) pertaining to the material taught. The modules cover these areas: (1) shop safety, work ethics, and employability skills; (2) basic automotive technician skills; (3) diagnosing/troubleshooting electrical/electronic components; (4) engine performance service; (5) engine repair service; (6) automatic transmission/trans-axle service; (7) manual drive train and axle service; (8) steering, suspension, and wheel service; (9) automotive brake service; and (10) engine cooling, air conditioning, and heating service. (CML)

ED 353 478 CE 062 973

Orientation to Health Occupations: Year One Curriculum Guide.
PUB DATE- 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Behavioral Objectives; Career Awareness; *Competency Based Education; Emergency Programs; *Employment Potential; Ethics; Health Education; Health Occupations; *Health Promotion; High Schools; Laboratory Safety; Leadership; Medical Services; Mental Health; Nutrition; *Occupational Safety and Health; Sexuality; State Curriculum Guides; Stress Management; Vocational Education
IDENTIFIERS- Idaho; Universal Precautions

This Idaho state curriculum document for the first year of the secondary educations health occupations program contains the following introductory material: (1) a description of the program design; (2) a list of first-year areas of competency; (3) a foundation and job-readiness skills task list; and (4) a core curriculum task list. The curriculum guide consists of performance objectives, tasks, and enabling objectives on 15 topics: (1) introduction to the health care industry; (2) medical terminology; (3) career awareness; (4) anatomy and physiology; (5) universal precautions; (6) growth and development; (7) human sexuality and family life; (8) wellness: healthy life practices (including health care consumer and significant pre-post improvements in scores based on empirical scales of psychopathology. Analysis of the relationship between the identified presenting drug problem and treatment outcome indicated that marijuana abusers were more likely to complete the program while heroin users were more likely to drop out. The program was effective in treating workers who abused crack and cocaine. (NB)

ED 353 496 CG 024 714

Magen, Zipora
What Makes a Good Parent? Comparative Studies on Adolescents' Perceptions.
PUB DATE- Aug 92
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Childhood Attitudes; Child Rearing; Children; Elementary Secondary Education; *Expectation; Foreign Countries; *Parent Attitudes; *Parent Role; Sex Differences; Socioeconomic Status
IDENTIFIERS- *Israel

This study explored children's perceptions of good parenting. An open-ended question "What makes a good parent?" was asked of children aged 8 to 9 years, 14 to 15 years, and 17 to 18 years of age to investigate developmental processes. Adolescents' perceptions were compared to parents' perceptions using the same measure among 14- to 15-year-old adolescents and their parents from two socioeconomic status (SES) levels. Finally, 14- and 15-year-olds were studied under both city and kibbutz conditions. A total of 280 children and 51 parents participated. The findings revealed different patterns in the three age groups, highlighting the distinct needs and expectations from parents at different age levels. Discrepancies also were found between parents and their adolescent children in several content areas. These findings were revealed regardless of gender, SES, or ecological condition. Children at all the ages studied expected their parents to know how to set limits on their children's behavior and how to provide guidance and to serve as a model. In contrast to the younger children, adolescents were no longer eager to spend their free time with their parents, nor did they define a good parent according to the number of gifts he or she bought. Adolescents' perceptions that good parents should be understanding and supportive, respectful, and enabling independence were much higher than the parents' ideal images of themselves in these areas. (Author/NB)

ED 353 497 CG 024 715

Ritchey, Kathleen M.; Dixon, David N.
Effects of Incest: A Cluster Analysis of MMPI Profiles.
PUB DATE- 15 Aug 92
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Attitudes; Career Development; *Females; Foreign Countries; *Quality of Life; Secondary Education; *Self Evaluation (Individuals); Sex Discrimination; Sex Fairness; Sexuality; Substance Abuse
IDENTIFIERS- Canada; *Concerns Analysis

In the spring of 1990 a project was undertaken in Canada to document the major concerns and perceptions of adolescent women; to supplement the words of adolescent women with brief summaries of current knowledge; to use the words of adolescent women and the additional knowledge gathered to provide information to young women on issues which are of concern to them through a series of booklets; to raise awareness regarding these women's concerns; to help teachers to deal with issues of concern to adolescent women; and to promote dialogue on issues of concern among adolescent women, among teachers, and between adolescent women and men and their teachers. Discussion groups (N=97) focused on identifying major concerns of adolescent women. Individual responses were received from 961 adolescent women, most of whom were ages 11-19. (Results of the project are presented in these areas: (1) world concerns, including politics, the environment, and global issues; (2) love and sexuality; (3) self-image, self-confidence, and self-esteem; (4) careers and future plans; (5) other relationships, including friends and family; (6) alcohol and drugs; (7) physical and sexual abuse; (8) the quality of education and school life; (9) balancing priorities; and (10) equal rights, discrimination, choices, and abilities as women. The appendixes provide participants' comments and a bibliography; appendix 3 is a detailed group discussion guide. (ABL)

ED 353 517   CG 024 735

Fighting Back: The Cultural Context of Drug and Alcohol Use among Youth.
PUB DATE- 92
NOTE- 130p.; Funding for this study was provided by Fighting Back, United Way of Greater Milwaukee, and the Milwaukee Foundation.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; *At Risk Persons; Blacks; Community Involvement; *Cultural Context; *Drinking; *Drug Use; Family Relationship; Hispanic Americans; *Incidence; Minority Groups; Substance Abuse; Whites; *Youth Problems
IDENTIFIERS- African Americans; Native Americans; Wisconsin (Milwaukee)

In this study 194 African American, Southeast Asian, Hispanic, Native American, and White adolescents and young adults aged 12 to 25 were interviewed during April and May of 1991. Subjects were recruited through several community-based organizations, schools, and other youth-serving programs in the Fighting Back program area in Milwaukee, Wisconsin. Open-ended interviews were conducted and the interviews were taped, translated, and transcribed for analysis. Twenty-six percent reported that they had never used alcohol or drugs. Using alcohol and drugs in the company of friends was the primary recreational activity for 40% of those interviewed. Warnings against drug and alcohol abuse from family members did not seem to work. About half felt that their neighborhood was a good one to live in, with Whites expressing the most negative feelings about their neighborhoods. Youth perceptions of the effectiveness of community messages aimed at deterring youth from substance abuse were divided into three categories: effective, not on the stress manifested in a diverse longitudinal sample of medical students from two medical schools. Students (N=259, an 82.7% response rate) in the first year classes completed questionnaires requesting demographic information, assessing personality characteristics, stress experienced, styles of coping and adaptation including the use of social support systems, and physical and mental health. These students were asked to complete questionnaires during their third year of medical school, when the response rate dipped to 54% of the year 1 sample. A multivariate analysis of the dependent variables of anxiety, depression, and total perceived stress at two time points revealed that women of color had significantly higher scores on the anxiety measure in year 1, and on the anxiety and total stress measures in year 3. The results indicate the significance of the interaction of stressors related to race and sex on women of color, and reinforce the importance of examining such variables together, rather than in isolation. Further research should further elucidate the factors related to race and sex that contribute to student stress, and explore possible preventive measures to reduce such strains. (ABL)

ED 353 536 CG 024 754

Cochran, Caroline; Frazier, Patricia
Sexual Harassment on Campus: Prevalence, Responses, and Definitions.
PUB DATE- Aug 92
NOTE- 7p.; Paper presented to the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Employee Attitudes; Employees; *Higher Education; Incidence; Sex Differences; *Sexual Harassment; Student Attitudes; Universities

As recent events attest, sexual harassment is an important yet misunderstood problem. Because it has only recently been recognized as a significant issue, research on sexual harassment is somewhat limited. Knowledge of the prevalence and effects on sexual harassment on campus is necessary to ensure that all people have access to a safe and non-threatening environment in which to learn and work. This study assessed the prevalence and definitions of, attitudes toward, and responses to sexual harassment among 4,011 male and female students, faculty, and staff on a university campus. Females and undergraduates reported the highest rates of sexual harassment. The most common responses to harassment were to ignore the behavior and to avoid the perpetrator. Common effects of harassment included interference with performance, inability to concentrate, and various negative emotions. Females defined more behaviors as harassing and had more sympathetic attitudes toward harassment than males. Undergraduates viewed fewer behaviors as harassing and graduate students had the most sympathetic attitudes toward harassment. Further research is needed on the reasons why many victims choose not to move beyond documenting the prevalence and effects of harassment to developing, implementing, and evaluating interventions that can make campuses safer environments in which to learn and work. (ABL)

ED 353 537 CG 024 755

and control groups; (2) the amount of training time was more critical than the amount of time the teachers spent working with students; (3) the goal of helping teachers and students work collaboratively during reading instruction was the focus of training and was reflected in teacher and student performance; (4) standardized test results were mixed; and (5) experimental teachers provided more reflective, comprehensive, and detailed responses on the questionnaire than controls. Findings suggest that teachers were able to help their students to productively make use of their basic problem solving and social capabilities by collaboratively generating, sharing, and evaluating strategies that allow them to understand text. (One table of data is included.) (RS)

ED 353 556   CS 011 158

Combs, Robin
Developing Critical Reading Skills through Whole Language Strategies.
PUB DATE- 92
NOTE- 13p.; Opinion Paper, Foundations in Reading II, Southern Nazarene University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Class Activities; *Critical Reading; *Critical Thinking; Discussion (Teaching Technique); Gifted; Grade 4; *Instructional Effectiveness; Intermediate Grades; Literature Appreciation; *Reading Instruction; Reading Research; *Reading Skills; Vocabulary Development; *Whole Language Approach
IDENTIFIERS- Iowa Tests of Basic Skills

A teacher used classics of children's literature to teach critical reading skills. Although scoring above the national average on the Iowa Tests of Basic Skills (ITBS), the teacher's fourth-grade gifted students exhibited problems with critical reading skills. A literature unit involving whole language strategies and using Beverly Cleary's "The Mouse and the Motorcycle" and E. B. White's "Charlotte's Web" was implemented. Students kept literature logs while reading and engaged in classroom discussions using questioning techniques designed to develop critical thinking skills. Vocabulary instruction focused on using context clues in the stories to determine word meaning. Students did research on spiders in cooperative learning groups, created a "fact vs. opinion" bulletin board on pigs, and used creative writing to evaluate situations and recommend solutions from a pig's point of view. Students demonstrated higher level thinking skills and became problem solvers. Students' scores on the ITBS increased remarkably as a class, but bilingual students' increases were a disappointment. (RS)

ED 353 557   CS 011 159

Spivey, Frances Jane
Computer Assisted Instruction vs. Direct Teaching Model of Teaching Reading to Incarcerated Adults.
PUB DATE- Dec 92
NOTE- 38p.; Requirement for ASE 579, Sam Houston State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adult Basic Education; Adult Reading Programs;

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Higher Education; High Schools; *Literature Appreciation; *Reading Attitudes; *Remedial Reading; Student Interests; *Student Motivation; Supplementary Reading Materials; Teacher Role
IDENTIFIERS- Louisiana; Trade Books

A high school English teacher in rural Louisiana installed a small "library" in her classroom in order to give students a love of literature and of reading. The library included a motley selection of paperbacks, many from local secondhand bookstores, ranging from children's books through the classics. As a spur to students' interest and imagination, the teacher used videos of some of the works. The class read Robert Frost as well as Shakespeare, Yeats, and a heavy helping of William Faulkner. Many of the students, although they were experiencing "literature" for the first time, became eager readers, and enjoyed a new sense of "being educated." Later, as a graduate assistant, this teacher taught university classes in remedial English. To the standard fare of grammar remediation she added Aesop's fables and classic myths, and found that much of the time students were entranced by the stories. Even in the most basic remediation work of learning to recognize parts of speech, sentences reworked from fables and myths kept students' interest. Literary reworkings of short stories of the American South also fired students' interest. Many students were moved by these "little bits" of literature to search out and read the real thing. (SR)

ED 353 577   CS 213 616

Thompson, Thomas C.
De-Programming Our Responses: The Effects of Personality on Teacher Responses.
PUB DATE- 19 Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Grading; Higher Education; *Personality Traits; Teacher Attitudes; *Teacher Response; Teacher Student Relationship; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- English Teachers; *Myers Briggs Type Indicator

Written responses to student writing assignments often can take the form of being directives which seem to try to control the student, and student response to such directive comments appears ambivalent. A logical question concerning such modes of response is to ask how a teacher's comments are influenced by his or her personality type. A study was described to investigate this relationship in the work of seven respondents. The study used two scales from the Myers-Briggs Type Indicator, namely, the Thinking and Feeling ways of making decisions, and the Judging and Perceiving ways of managing the environment. Results indicated that Judging types tended to focus more than Perceiving types on word or phrase level problems, while Perceiving types focused more on larger level revisions. Other significant differences were seen between these two types of readers. When grouped according to Thinking and Feeling preferences, the differences are less pronounced. Thinking types gave more advice, especially for essay level problems. Through experience, it appears that teachers of writing change background reading in ethics are attached. (RS)

ED 353 598 CS 213 673

Foehr, Regina Paxton
Validating Secondary Teachers: Programs and Research at Illinois State University.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College English; *College School Cooperation; *English Instruction; *English Teacher Education; Higher Education; Mythology; Secondary Education; Secondary School Teachers; Student Teacher Evaluation; *Student Teaching; *Teacher Certification; Teaching (Occupation)
IDENTIFIERS- Discourse Communities; *English Teachers; Heroes; *Illinois State University

In the English Department at Illinois State University, a number of programs are carried out which validate secondary teachers. Undergirding the departmental policies is a view of a dialogic relationship among the three discourse communities involved: student teachers, secondary teachers, and university professors. The journey of a student teacher is like a mythical, heroic journey. Student teachers are like internal seekers on a personal quest. In light of such a perspective, student teachers are asked to keep journals. The journeys of student teachers must result in empowerment, which will allow for the empowerment of others. The hero's journey is also marked by encounters with older and wiser mentors. Student teachers must also deal with fears, which are like the enemies or walls faced by the hero. Student journals often reflect such fears. Illinois State's program also focuses on attempts to create community among student teachers, other teachers, and administrators. Collaboration, conferences, and articulation programs have been initiated. A banquet is held after student teaching to celebrate the successful completion of the program. Student teachers are encouraged to conduct research during their experience. Questionnaires seeking data from cooperating teachers provide useful feedback. Positive benefits have resulted from these programs, all based on a vision of student teaching that centers on its heroic and life-enhancing aspects. (HB)

ED 353 599 CS 213 674

Fisher, Peter J. L.; Shapiro, Sheila
Teachers' Explorations of Historical Fiction in Literature Discussion Groups.
PUB DATE- 7 May 91
NOTE- 26p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

(which insure a "never-ending stream" of information); (4) Radio and Television (with emphasis on the Federal Republic's surprisingly large number of radio stations--public, commercial, and "guest"); (5) New communication paths and media (especially communication and broadcasting satellites and cable in wideband-channel networks); (6) The profession of journalist (which still relies on on-the-job training rather than university degrees); and (7) Help for the media in the Third World (professional training in Germany of journalists and technical experts from underdeveloped countries appears to be the most appropriate way to promote Third World media). An appendix includes Germany's Freedom of Speech Law, statistical data on daily press development, a list of the 10 newspapers and magazines with the largest circulation, data on television, a 12-item bibliography, and pertinent addresses. (NKA)

ED 353 618 CS 508 043

Swanson, Georgia
Communication Exercises as Instructional Tools.
PUB DATE- 31 Oct 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *College Freshmen; Course Content; Higher Education; *School Orientation; *Speech Communication; *Speech Instruction
IDENTIFIERS- Baldwin Wallace College OH; College Orientation Program; Freshman Seminars

In response to demographic changes among entering college students, more and more colleges are offering freshman orientation courses that have come to be known as "College 101." At Baldwin-Wallace College in Berea, Ohio, a course called COL 101 was begun in 1985. A survey of teachers of the course investigated speech or oral communication exercises included in the COL 101 classes. The exercises fit into three categories: individual speaking (which included group presentations); "interpersonal" types of exercises (such as ice breakers, confidence builders, and free discussion); and "speeches" (often more reports than speeches). All of these exercises rely on creative methods to involve the new student with subject matter and the skills to present it. Speech communication instructors can make unique contributions to the freshman orientation course and could offer their services to campus orientation organizers. A "swap shop" discussion of effective suggestions, helpful critique sheets, or discussion leadership could assist freshman orientation courses at every level. (SR)

ED 353 619 CS 508 044

Hawkins, Katherine W.
Effects of Gender and Communication Content on Leadership Emergence in Small Task-Oriented Groups.
PUB DATE- Oct 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English

of why the topic receives so much continued attention if there are so many problems. It is suggested that choice may only be a popular slogan with little impact on the delivery of education. It is recommended that options with greater chances of renewing the American educational system be discussed. Two figures are included. (Contains 19 references.) (LMI)

ED 353 638 EA 024 513

Lane, Kenneth E.; Richardson, Michael D.
School Dress Code Law in the 90's: "Tinkering" with Fashion and Gangs.
PUB DATE- Nov 92
NOTE- 15p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (Scottsdale, AZ, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Guides; *Board of Education Policy; *Court Litigation; *Dress Codes; Elementary Secondary Education; Federal Courts; Guidelines; *Juvenile Gangs; Legal Responsibility; Public Schools; *School Law; School Safety; State Courts; *Student Rights
IDENTIFIERS- Tinker v Des Moines Independent School District

Dress codes directed at gang attire present school officials with the dilemma of ensuring the safety of the students in a school environment versus the First Amendment rights of students to express themselves. A review of some of the court decisions limited to freedom of expression and general dress code cases serves as a foundation from which to discuss gang attire dress codes. The U.S. Supreme Court Case of "Tinker v. Des Moines 1969" is considered a landmark case in student freedom of expression. The courts have been divided in dress code cases and in their response to lawsuits over the right of students to wear hair at a length of their choosing. In southern California, many school boards have passed policies that specifically address gang attire. An examination of the actual policies of five intentionally unidentified school districts in southern California reveals policies that, because of their vagueness, may eventually lead a school district into court. Six guidelines for schools and districts to follow in establishing dress codes are provided. In addition, regarding association dress codes aimed directly at gang attire, districts are advised that the dress code should address those items of clothing that are not worn by the student population in general, and reference to specific professional sports teams clothing should not be included. (Contains 16 references.) (MLF)

ED 353 639 EA 024 533

Elmore, Richard; McLaughlin, Milbrey
Reform and Retrenchment: The Politics of California School Finance Reform. A Rand Note.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 81
NOTE- 345p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.

fiscal policy teams develop a long-range financial planning process. Following an introduction on how to use the guide, section 1 provides a rationale and basic guidelines for establishing a financial planning process, with a focus on defining goals and participant roles. Section 2 offers suggestions for developing local practices, presents the elements of long-range planning, and introduces the financial planning process. It also provides information on maintenance planning, furniture and equipment programs, risk management programs, and long-term facilities master plans. The third section explains how to evaluate the planning process. In addition to data collection and analysis, the team must evaluate the process itself. Two figures and a list of publications available from the California Department of Education are included. (LMI)

ED 353 657 EA 024 590

Rasberry, Quinn
The Extended School Year: Is More Necessarily Better?
PUB DATE- Nov 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Comparative Education; *Cost Effectiveness; Dropout Rate; *Educational Benefits; Elementary Secondary Education; *Extended School Year; Foreign Countries; Professional Development; Program Evaluation; Public Support; *School Business Relationship; Student Employment; Time on Task
IDENTIFIERS- Japanese Education

The concept of an extended school year was first defined in "A Nation at Risk," which recommended lengthening the school calendar to 200-220 days per year (compared to the current average of about 180 days). Little research is available to prove the benefits of an extended calendar, and many question if this practice is a cost-effective way to achieve educational excellence. A summary of research on this topic suggests that the high cost of additional school days is disproportionate to any improvement in student achievement. There is no guarantee that additional time will be used for better education. Most studies place a greater priority on improving time on task before increasing the school year. Cost estimates for lengthening the school year are prohibitive; the Education Commission of the States estimate projects a $20 billion annual cost increase for the nation's schools. As Americans consider lengthening the school year to mimic highly touted international systems, the Japanese are shortening their school year to foster more well-rounded students. Although public opposition to the extended school year has diminished somewhat, NIMBYism (Not in My Backyard!) is prevalent. In several states, politicians praise the idea, but cannot find tax support for the program. Other disadvantages include increased dropout rates, diminished student employment opportunities, less experiential learning time, less professional development chances for teachers, and less growth and development time for children. (Contains 13 references.) (MLH)

ED 353 658 EA 024 591

Rasberry, Quinn
Year-Round Schools May Not Be the Answer.
PUB DATE- 9 Nov 92
NOTE- 10p.

and a survey of high school students. Findings indicate that: (1) school climate results have been stable over the last 4 years; (2) students and teachers have similar perceptions of school climate, but teachers are more positive than students; (3) high schools with positive climates have higher rates of learning and lower dropout rates; (4) teacher expectations for student success and teachers' instructional goals had the most significant impact on student achievement; and (5) school climate scores and socioeconomic status both predict dropout rates, but school climate scores are the better predictor. Recommendations are made to improve school climate with a focus on fostering staff expectations that all students can succeed; to establish goals and related activities for all students; and to continue to conduct and refine the measurement of school climate. Eleven figures are included. (Contains 13 references.) (LMI)

ED 353 678 EA 024 621

Project Achieve, 1990-91. Part I.
PUB DATE- May 92
NOTE- 60p.; For Part II, see EA 024 622.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Agency Cooperation; *Dropout Prevention; *Dropout Rate; *High Risk Students; High Schools; High School Students; *Participative Decision Making; Program Evaluation; Program Implementation; *School Based Management
IDENTIFIERS- *New York City Board of Education; *Project Achieve NY

First-year outcomes of the 1990-91 Project Achieve in 32 New York City public high schools are presented in this paper. The program aimed to reduce the dropout rate and improve at-risk student performance by expanding proven initiatives and support services for school-based decision-making committees. This report, the first of a two-part study, focuses on program implementation and the functioning of schoolwide committees. Methodology involved onsite observation and interviews with program coordinators, teachers, and students at 16 participating high schools. Findings indicate that coordinators responded positively to the schoolwide approach to decision making and program management. All sample schools expanded their houses program, developed new instructional initiatives, and instituted or expanded current options. Most schools broadened their community-based organization's services to at-risk students. All participating schools either elected an inclusive shared decision-making committee or utilized an existing school-based management/decision-making committee. Many schoolwide committees changed traditional class schedules, which facilitated innovative instructional initiatives. Recommendations are made to create smaller professional inservice workshops, provide a central clearinghouse to coordinate technical assistance, continue to support successful initiatives, and develop a comprehensive research project. Six tables are included. The appendix lists participating high schools for 1990-91. (LMI)

ED 353 679 EA 024 622

Summary of Project Achieve Outcomes, 1990-91. Part II (Revised).
PUB DATE- May 92
NOTE- 38p.; For Part I, see EA 024 621.
LANGUAGE- English

and air replacement sources. Architectural and maintenance considerations and other means of contaminant removal are discussed. Three figures are included. (LMI)

ED 353 698 EA 024 649

Bryk, Anthony S.; Sebring, Penny A.
Achieving School Reform in Chicago: What We Need To Know. A Research Agenda.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Environment; *Educational Quality; Elementary Secondary Education; *Governance; Instructional Improvement; Organizational Change; Participative Decision Making; Public Schools; *School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

This document presents a research agenda designed to assist in the implementation of school reform in Chicago, assess its progress, and support school improvement efforts. Conducted by the Consortium on Chicago School Research, data were obtained by: (1) interviews with key public officials in business and state and local government; (2) focus groups of diverse stakeholders; (3) analysis of position statements submitted by civic and community organizations; and (4) a citywide conference of educational researchers. The agenda focuses on four topical areas--school governance, teaching and learning, the quality of schools as organizations, and systemic issues. Part 2 presents detailed findings of the four areas of concern. Cutting across all four areas is the issue of equity among and within schools. The third part outlines the next steps for implementing the research agenda. Recommendations are made to develop a set of indicators for school reform and to conduct indepth studies of the four areas of concern. Five figures are included. Appendices contain lists of interview participants, focus groups, conference papers, and conference speakers. Thirty endnotes are included. (LMI)

ED 353 699 EA 024 650

Charting Reform: The Teachers' Turn. Report No. 1 on a Survey of CPS Elementary School Teachers.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Environment; Elementary Education; *Elementary School Teachers; *Governance; Instructional Improvement; Public Schools; Quality of Working Life; School Based Management; *School Restructuring; *Teacher Attitudes; Teacher Participation
IDENTIFIERS- *Chicago Public Schools IL

Findings of a study that examined Chicago teachers' opinions about school reform, the quality of their schools, and their perspectives on instruction and its improvement are presented in this paper. A survey mailed to 12,708 Chicago public elementary school teachers in late May and June of 1991 elicited an overall response rate of 70 percent. Findings indicate that citywide, teachers are moderately positive about school reform. However, although a majority of teachers support

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); *Child Advocacy; *Delivery Systems; *Educational Needs; Educational Philosophy; Elementary Secondary Education; Gifted; Individualized Education Programs; Models; Program Development; Special Education; Student Educational Objectives

This speech by an educator and parent of gifted children addresses the problem of appropriate educational services for gifted children, concluding that advocacy for these children entails pushing for acceleration, an often neglected but effective option. The paper begins with anecdotes which illustrate the unmet needs of gifted children and which identify recent trends questioning the economic utility of higher education. The paper suggests that gifted children often learn laziness in school and that the goal for such children should not be "normalization" as it is for exceptional children with handicaps but, rather, maximization of the child's potential. The presentation claims that rapid progress is needed to stimulate gifted children to stay gifted, and therefore acceleration should always be considered when developing Individualized Education Programs for gifted students. A framework for rapid progress is offered, listing service and placement options ranging from regular age-grade placement to an advanced program in a special school. (DB)

ED 353 721 EC 301 752

Howley, Craig
Taking the Bull by the Horns of a Dilemma.
PUB DATE- 14 Nov 92
NOTE- 39p.; Keynote address presented at the Conference of the Tennessee Association for the Gifted (Nashville, TN, November 14, 1992). For a related paper, see EC 301 751.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Advocacy; Delivery Systems; *Educational Needs; *Educational Philosophy; Educational Principles; *Educational Trends; Elementary Secondary Education; Futures (of Society); *Gifted; School Role; Special Education Teachers; Teacher Role; Trend Analysis

This speech addresses the educational needs of gifted children in the context of the existing educational system's philosophy and various reform efforts. It first examines the doctrine of progress, suggesting that important educational change is glacial and much of what purports to be educational change is ephemeral. It claims that the present prime directive of our educational system is to socialize job holders. Such reform movements as "authentic assessment" are seen to be more efforts to hold schools accountable to government than true examples of educational change. An alternative view is offered, which states that: (1) progress along the path of improvement is uncertain; (2) schooling tries to make people useful, but ends by dumbing them down; (3) good schooling entails enlightenment; and (4) education is a process of liberation that does not require schooling. It is concluded that teachers of gifted students need to see their prime mission as care of students' intellect, rather than development of their hypothetical usefulness. The existing "one best system" for all students is seen as in decline and suffering from an epidemic of "thoughtlessness" which can only be countered by an emphasis on reasons for withdrawal of students; referral procedures, and key features; describes the Major Work curriculum at the elementary and secondary levels; and discusses program features such as the Literature Club, scholarship-in-escrow, weighted grades, and accelerated curriculum. The guide also provides an expanded description of the program's features, offers suggestions to improve parent/teacher interaction, explains how to establish a home learning center, and describes how to capitalize on parent/child shared interests. (JDD)

ED 353 739 EC 301 772

Chambers, Barbara
The Major Work Partnership Model of Teacher Training for Gifted Education. A Program Guide.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Special Education.
PUB DATE- Jul 91
NOTE- 42p.; For a related document, see EC 301 771.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultation Programs; Elementary Education; *Gifted; Higher Education; Inservice Teacher Education; Interprofessional Relationship; *Mentors; Modeling (Psychology); *Models; Postsecondary Education; *Professional Development; *Program Development; *Regular and Special Education Relationship; Teacher Qualifications; Teaching Experience; Teaching Models
IDENTIFIERS- Cleveland Public Schools OH

This report provides guidelines for replicating a project of the Cleveland (Ohio) Public Schools, called the "Major Work Partnership," which paired experienced teachers of gifted classes with teachers of regular elementary classes for the purpose of improving the regular teachers' skills in gifted education. The mentorship component of the project served as a renewal experience for both mentors and mentees. For mentors, it provided an invigorating review of their procedures and philosophies. For mentees, it enabled them to provide more appropriate interactive instruction for gifted students in their classes as well as to adapt gifted education strategies for their regular students. The project also involved a series of university courses in education of gifted and talented students in urban settings, and an inservice program to supplement the mentorship component and provide a forum for feedback and a mechanism for support. Both the university and mentorship components of the program increased the pool of qualified and interested teachers for future staffing of Major Work classes (classes for gifted students) and upgraded the professional credentials of Cleveland teachers in gifted education. The report outlines goals and objectives, the program's theoretical construct, implementation steps and timeline, and projected costs. Appendixes contain application forms, needs assessment forms, classroom visitation forms, and other administrative items. (JDD)

ED 353 740 EC 301 773

Lewis, Preston; Kleinert, Harold L.
Kentucky Systems Change Project for Students with Severe Disabilities (1987-1992). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

Integration. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
SPONS. AGENCY- Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE- 92
NOTE- 335p.; For related documents, see EC 301 784-792. Title on the first of two cover pages varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Teacher Education; Compliance (Legal); Curriculum Development; Demonstration Programs; *Disabilities; Early Intervention; Educational Philosophy; Ethics; Family School Relationship; *Inservice Teacher Education; Legal Responsibility; Mainstreaming; Preschool Education; Program Development; *Social Integration; Special Education
IDENTIFIERS- Project Prepare OH

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on integration of children with disabilities in preschool programs. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles of the Ohio Department of Education's Division of Early Childhood Education: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module addresses five goals: (1) define preschool integration and become aware of its impact; (2) know the legal and ethical bases for preschool integration; (3) recognize the value of preschool integration in providing educational services to infants and young children, including those with special needs; (4) develop a plan to provide integrated services using existing resources, modifying current techniques, and creating appropriate strategies; and (5) become familiar with model programs providing integrated service. (Contains approximately 30 references.) (DB)

ED 353 756 EC 301 790

Pisarchick, Sally E.; And Others
Assessment. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
SPONS. AGENCY- Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE- 92
NOTE- 356p.; For related documents, see EC 301 784-792. Title on the first of two cover pages varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.

This report focuses on a study of three affective variables in second language acquisition: anxiety, self-concept, and timidity. The study was conducted on 92 high school English-as-a-foreign-language students in Barcelona, Spain. Subject performance was measured by the State-Trait Anxiety Scale, the Spanish version of the Tennessee Self-Concept Scale, the Social Reticence Scale, and a cloze test. Results of the study showed that a degree of classroom anxiety was the only statistically significant variable of the three studied, explaining 32% of the variance with level of proficiency. (SR)

ED 353 774 FL 019 765

Issidorides, Diana C.
Comprehensie van Vreemdtalige Input: Een Psycholinguistische Benadering (Acquisition of Dutch as a Second Language: A Psycholinguistic Approach).
PUB DATE- 88
NOTE- 12p.; A summary in English is attached.
LANGUAGE- Dutch
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Dutch; Language Research; Linguistic Theory; Listening Comprehension; *Morphology (Languages); Pragmatics; *Psycholinguistics; Second Language Learning; *Semantics; *Syntax; Uncommonly Taught Languages

Within a psycholinguistic approach to second language learning, an attempt is made to investigate the question of how morphology, syntax, semantics, and pragmatics affect the comprehension of Dutch sentences by nonnative learners of that language. When talking to nonnative language-learners, native speakers often tend to deliberately modify their speech in an attempt to make the target language more comprehensible. Omitting semantically redundant function words and copulas, or deliberately modifying the word order in a sentence, are but a few characteristics of such simplifications. In trying to determine whether, and what kinds of linguistic simplifications promote comprehension, an important theoretical issues arises, namely the relationship between linguistics and cognitive simplification. Research results from two experiments on morphological simplification--an artificial and a natural one (Dutch)--are discussed. They suggest that the presence of semantically redundant function words is not experienced as bothersome "noise" in the successful inference of the meaning of unfamiliar utterances, as long as suprasegmental cues are present. Research on syntactic simplifications is also discussed. The aim of the research was to examine the role and effect of syntactic and semantic cues on sentence interpretation. The performance of Dutch control subjects on a Dutch sentence interpretation task is presented, and hypotheses are put forward as to the locus and cause of eventual performance differences in a nonnative subject population (English learners of Dutch). Some relevant theoretical implications are mentioned. (Author/MSE)

ED 353 775 FL 020 191

Phillipson, Robert; Skutnabb-Kangas, Tove
Cultilingualism--Papers in Cultural and Communicative In(Competence). ROLIG-papir 28.
PUB DATE- Nov 83
NOTE- 81p.; For selected individual papers, see FL 020 192-194.
LANGUAGE- English

categorization of verbs. (Contains 10 references.) (Author)

ED 353 799 FL 020 570

Stroik, Thomas S.
NP Predication and Full Saturation.
PUB DATE- 90
NOTE- 25p.; For serial issue in which this paper appears, see FL 020 565.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Language Research; *Linguistic Theory; *Nouns; *Phrase Structure
IDENTIFIERS- *Predicates

This study extends Safir's (1987) analysis of Noun Phrase (NP) Predication. It argues that, for NPs to function predicationally, they must satisfy not only Safir's Predicate Principle, but also the Predicate Condition (a condition which requires NP predicates to be fully saturated.) (Contains 16 references.) (Author)

ED 353 800 FL 020 572

Lee, In, Ed.; Schiefelbein, Scott, Ed.
Studies in Native American Languages VI.
PUB DATE- 90
NOTE- 170p.; For selected individual papers, see FL 020 573-579.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *American Indian Languages; Bilingual Education; Case (Grammar); Elementary Secondary Education; Language Classification; *Language Research; Literacy; Quechua; Spelling; *Structural Analysis (Linguistics); Uncommonly Taught Languages; Verbs
IDENTIFIERS- Chiwere; Clauses; Comanche (Language); Deixis; Ixil; Lakota (Language); Proto Algonquian

This serial is intended as a forum for the presentation, in print, of the latest original research by the faculty and students of the Department of Linguistics and other related departments at the University of Kansas. Papers are as follows: "Interpreting St. Clair's Comanche Texts: Objective Case Marking and 'Same Subject' Dependent Clauses" (James Armagost); "Reflexive and Reciprocal Elements in Ixil" (Glenn Ayre); "Native American Languages and Literacy: Issues of Orthography Choice and Bilingual Education" (Christina Biava); "Spatial Deixis in Chiwere" (Jill Hopkins); "The Historical-Comparative Classification of Colombian Inga (Quechua)" (Roger Parks); "Proto-Algonquian Verb Inflection" (Paul Proulix); and "A Supplementary Bibliography of Lakota Language and Linguistics (1887-1990)." (JL)

ED 353 801 FL 020 573

Armagost, James L.
Interpreting St. Clair's Comanche Texts: Objective Case Marking and 'Same Subject' Dependent Clauses.
PUB DATE- 90
NOTE- 18p.; For serial issue in which this paper appears, see FL 020 572.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles

High School Haitian Creole-Speaking Students.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education Programs; *Curriculum Design; Educational Strategies; English (Second Language); *Haitian Creole; *Lesson Plans; *Limited English Speaking; *Literacy Education; Mathematics Instruction; *Native Language Instruction; Prior Learning; Science Instruction; Secondary Education; Social Studies; Whole Language Approach
IDENTIFIERS- Content Area Teaching

The guide consists of a series of sample lesson plans designed for teachers and supervisors delivering instructional services to students with limited English proficiency and native language literacy in Haitian bilingual programs. The guides contain 14 sample lesson plans; five native language instruction sample lesson plans and nine content area (social studies, mathematics, science) sample lesson plans. Materials are based on the principle of promotion of dual literacy, and are designed to capitalize on students' prior knowledge. The guide also encourages use of the whole language approach in both native language and content area components. Lessons are designated for one of two student skill levels: (1) limited or no formal education; and (2) some basic native language literacy skills, comparable to a student in grades 3-5. An introductory section outlines the guiding principles of instruction on which the plans are based. Each lesson plan contains a topic, instructional materials needed, specific performance objectives, class activities, sample questions, and in some cases, a passage or poem in Haitian Creole. A list of appropriate instructional materials and a list of organizational, print, and nonprint resources are appended. (MSE)

ED 353 824 FL 020 916

Gilbert, Reta A.
From Writing to Media with Literature in EFL.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; Classroom Techniques; *Comparative Analysis; Cultural Context; *Drama; *English (Second Language); Films; *Literature Appreciation; Music; Second Language Instruction; Videotape Recordings
IDENTIFIERS- *Macbeth

It is suggested that most students of English as a Second Language are more inclined toward video than print as a source of information and stimulation, and that to be successful, teaching methods must bridge this gap. An approach using comparison of different versions of one text, here Shakespeare's "Macbeth," is described. The 3-step technique uses film and videotape recordings, and also requires that students read the original text without study aids. The first step is to find familiar literature with various media versions. "Macbeth" has several film versions featuring noted actors and directors and from different decades and cultures, and a film version of a stage presentation. Music composed

Critical Missing Element, A Community-Based Perspective" (Stoneman); "Community Empowerment and CBOs: A Thirty-Year-Old Synonym" (Taylor); "Job Training 2000: A Local Critique" (Baker); "Job Training 2001: A Case Odyssey" (Dorrer); "Critiquing Job Training 2000" (Magnum); "Job Training 2000: Not Even Chicken Soup" (Walker); "Bring Job Training into the Mainstream" (Guttman); "The Devil Is in the Details" (Pines); "Reforming Training with Good Intentions" (Levitan); "Do the Prescriptions Provide the Cure" (Wills); "An Educator's Perspective" (Litow); "Good News, Bad News for Job Training" (Barrios-Paoli); "Job Training 2000: Timely Idea, Incomplete Initiative" (Hemmings); "Job Training 2000: A Step in the Right Direction" (Lundine); "The Principles Are the Key" (Kolberg); "A Labor View on Jobs for Young People" (Roberts); and "Job Training 2000 Doesn't Go Far Enough" (Twomey). Brief author biographies and information on the National Youth Employment Coalition are appended. (YLB)

ED 353 368 CE 062 628

Quigley, B. Allen, Ed.
Commission of Professors of Adult Education. Proceedings of the Annual Conference (Atlantic City, New Jersey, October 1-3, 1989).
PUB DATE- Oct 89
NOTE- 292p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; Career Planning; Cognitive Style; *Continuing Education; Critical Theory; *Distance Education; *Educational History; Educational Planning; Educational Research; Educational Trends; Futures (of Society); *Graduate Study; Higher Education; Program Evaluation; Research Methodology; Social Change

Papers and task force reports are as follows: "Possibility and Plurality: The Futuring of Adult Education" (Greene); "Adult Education in an Information Age" (Steele); "Fulfilling the Promise of Adult and Continuing Education" (Quigley); "Imperatives for Planning Impactful Continuing Education Programs" (Knox); "Graduate Education for the 1990's: The Distance Direction in Adult Education" (Apps); "Teleconferencing" (Donaldson); "Off Campus Classes" (Seaman); "Independent Study" (Marsick); "Computer Conferencing" (Hiemstra); "Feminist Research" (Hugo); "Participative Research/Evaluation" (McElhinney, Wood); "Conducting Literary Research" (Quigley, Merriam); "What If Self-Directedness in Learning Is a Learning Style?" (Bonham); "Theoretical Foundations for Self-Directed Learning" (Long); "The Relevance of Sternberg's Triarchic Theory of Human Intelligence for Self-Directed Learning Theory and Practice" (Sisco); "The Critical Turn in Mainstream Adult Education: Pedagogy for Social Change or Socialism of the Academe?" (Collins); "Critical Adult Education for Social Change" (Horton); "Criteria for Assessing Critical Adult Education Research" (Little); "Action Learning: Critical Social Theory? (Marsick); "Action Science as Critical Theory: Human Resource Developer as Organizational Empower and Meaning-Maker" (Watkins); "The Teaching of History of Adult Education" (Murk, Stubblefield, Rose, Rohfeld, and Courtney); "Teaching the History of Adult Education in an Introductory Course" (Stubblefield); "The Teaching of the History of Adult Education" (Rose); "Teaching the History of Adult Education: Summary of Remarks" (Rohfeld); "Teaching the History of (American?) Adult Education" (Courtney); "Adult Education World-training session. LEAP provided workplace-specific, competency-based literacy instruction to 664 union workers in 3 cycles of classes between April 1991 and September 1992. Thirty-seven classes were offered at worksites, union halls, and other locations. Employers contributed classroom space, employee bonuses, paid release time, workplace materials, and newsletter coverage. Challenges were worker motivation, employer transition, and time requirements and time-sensitive aspects of literacy analysis and work-based curriculum development. Support services included child care and transportation stipends and informal counseling and referral. Computer-assisted instruction motivated adults who wished to improve computer skills to enroll. LEAP developed a curriculum resource guide for the food processing industry, developed a Peer Mentor Training Program, and trained union members to identify, recruit, and mentor literacy students. It improved workers' basic and work skills and motivated learners to pursue additional education or training. (Publicity materials and project forms are appended.) (YLB)

ED 353 387   CE 062 789

Wells, Alice; Robertson-Phillips, Theresa
Labor Education Achievement Program. Evaluation Report. 1991-1992 Grant Period.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 8 Dec 92
NOTE- 98p.; For related documents, see CE 062 477-478 and CE 062 788.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Ancillary School Services; Competency Based Education; Computer Assisted Instruction; Corporate Support; Curriculum Development; Employee Attitudes; Employer Attitudes; Inservice Teacher Education; Job Skills; *Labor Education; Labor Force Development; *Literacy Education; Program Development; *Program Effectiveness; Program Evaluation; State Programs; Student Attitudes; Unions
IDENTIFIERS- *Workplace Literacy

The Labor Education Achievement Program (LEAP) provided workplace literacy services to 664 union workers in 39 classes at worksites, union halls, and other locations. Students' average age was nearly 40. All had attended some public school; 91 percent had some high school education. Students reported various reasons for enrollment; 90.6 percent noted self-improvement as an extremely or very important reason. Of students completing evaluation forms, 65.4 percent indicated they would continue their training elsewhere. Classes were ranked highest in helping students learn what they wanted to learn and lowest in helping them advance on the job. The average summary score of students administered the Self-Esteem Inventory was significantly higher at the end of the class. Interviewed employers noted employee improvement in 7 of 16 performance areas; each would recommend the program to other employers. Interviewed union representatives noted improvement in companies and changes in level and quality of union participation. Teachers indicated they used most often one-to-one tutoring, computer assisted instruction, and a traditional classroom approach; selected commercial print materials and teacher-developed materials were most useful. Recommendations recorded on CD-ROM discs. Onsite instructional programs using both group instruction and computer-based programs were in operation during the 18 months of the project. Instruction was made available in a high school equivalency program, a job enhancement skills program, a metric mathematics program, and the comprehensive curriculum on the interactive computer discs. The Sara Lee company was pleased with the program and its benefits to the company in increased skills. A third-party evaluation concluded that the project had been successful and suggested improvements in recordkeeping, recruitment, and curriculum. (The documentation manual for the CD-ROM program and the third-party evaluation are included in the document.) (KC)

ED 353 406 CE 062 815

Finch, Curtis R.
Breakers: An Organizational Simulation for Vocational Education Professionals.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 606p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; College Administration; College Presidents; Deans; Educational Administration; Educational Games; *Experiential Learning; Laboratory Training; *Leadership Training; Management Development; *Management Games; Postsecondary Education; *Simulation; Supervisory Training; *Technical Institutes; *Vocational Directors

This 9-12 hour organizational simulation enables participants to assume responsibility for operating a fictional technical college serving 10,000 students by taking on the roles of 10 college officials (president, vice presidents, deans, and campus administrators). Based on interviews with 117 vocational education administrators and instructors employed in 38 secondary and postsecondary institutions, the simulation has been field tested at 4 universities and is designed to stand alone or in tandem with a leadership course or program. The document consists of guidelines for conducting the simulation, orientation materials from the fictional technical college, and role materials that spark the simulation activities for each of the 10 administrators. The guidelines provide the simulation director (and one or two assistants) lists of required supplies and materials and checklists of tasks to be accomplished before, during, and after the simulation. Orientation materials include information about the simulation situation and information about the fictional technical college, such as its mission statement, programs and services offered, a map of its geographical area, and a table of organization. Role materials include the following: position descriptions, memoranda, letters, reports, organization charts, and information about the history, physical description, mission, program areas, and organization of the technical college. (CML)

ED 353 407 CE 062 816

Bodilly, Susan; And Others
Integrating Academic and Vocational Education: Lessons from Eight Early Innovators.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

The Creative Opportunists: Conversations with the CEOs of Small Businesses.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Business Administration; Economic Development; *Entrepreneurship; *Leadership Training; Organizational Change; *Small Businesses; Staff Development
IDENTIFIERS- Family Work Relationship

Interviews with the chief executive officers of 14 small businesses revealed the leadership challenges that they face. Some of the challenges are the following: (1) creating change; (2) building a robust organization, with a well-defined structure, an effective management team, plans for succession, established delivery systems, and people who have mastery of their jobs; (3) dealing with employee concerns; (4) building solid client/customer relationships; and (5) providing resources. A comparison of the small business leaders' responses to these challenges offers an explanation for the differences in leadership response and the implications these differences have for the leadership development of people running small businesses. Analysis also shows that small business leaders have leadership development needs such as the following: learning to deal with the meshing of family and business relationships; improving the selection and training of top management; developing the ability to be a follower when necessary; developing the ability to work effectively with rules; and creating a learning network for themselves. (Names and companies of the chief executives interviewed are provided.) (KC)

ED 353 425 CE 062 845

Evaluation of Vocational Training in a Territorial Context.
PUB DATE- Jan 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Development; *Educational Improvement; *Evaluation Methods; Foreign Countries; Formative Evaluation; *Institutional Cooperation; Interaction; Postsecondary Education; Program Development; *Program Evaluation; *Program Improvement; Regional Programs; Secondary Education; Summative Evaluation; *Vocational Education
IDENTIFIERS- *Europe

A look at various methods of evaluating vocational education and training in Europe shows traditional practices (correlated with results and objectives) using new interactive approaches. Because of the great variety of situations, levels of awareness, diversity of tools, and multiplicity of participants, the improvement of evaluation practices could not be linear. The conditions for implementation of an interactive evaluation are established gradually. Interactive approaches are being implemented by the structuring of the dialogue between representatives of employers, public authorities, trainers, and trained persons. With both traditional and interactive approaches being used, more can be known about the effects of program implementation, such as the duration and the quality of alliances, the motivation of contributors, the creation of a set of reference values, the continuity of the

Each instructional unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. A glossary of technical terms is also included. The unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. This teacher edition also contains information on the following: use of the publication; tools, materials, and equipment list; competency profile; instructional/task analysis; academic and workplace skill classifications and definitions; related academic and workplace skills list; and reference list. (KC)

ED 353 443 CE 062 876

Al-Harake, Mounzer
Guest-Service Agent. Teacher Edition.
PUB DATE- 93
NOTE- 405p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Competence; Competency Based Education; Course Content; Entry Workers; *Hospitality Occupations; *Hotels; *Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Teaching Guides; Teaching Methods; Test Items; Tourism; Transparencies; Units of Study

This teacher's guide for the hospitality and tourism industry is designed to include the entry-level competencies students will need to enter any of the occupational areas identified in the front-desk section of the lodging occupations cluster. These occupations include front-desk clerk, cashier, telephone operator, guest-service agent, reservations/sales agent, bell attendant, courtesy driver, and concierge. The guide contains five units of instruction that cover the following topics: introduction to a career in guest service, introduction to the tourism industry, reservations, registration and checkout, and other front-office functions. Each instructional unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. A glossary of technical terms is also included. The unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. This teacher edition also contains the following information: use of the publication; tools, materials, and equipment list; competency profile; instructional/task analysis; academic and workplace skill classifications and definitions; related academic and workplace skills list; and seven references. (KC)

ED 353 444 CE 062 877

Walker, Susan S.
Introduction to Hospitality and Tourism. Teacher Edition.
PUB DATE- 93
NOTE- 774p.
LANGUAGE- English

Willoughby, Mary; Walsh, Susan, Ed.
T3: Training the Trainer. Helping Tutors Teach Adults to Read and Write.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Rocky Mountain News, Denver, Colo.; Scripps-Howard Foundation, Cincinnati, OH.
PUB DATE- 91
NOTE- 373p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Language Experience Approach; Learning Activities; Lesson Plans; *Literacy Education; Reading Instruction; Teacher Education; *Teaching Methods; *Training; *Tutoring; Tutors; *Volunteer Training; Workshops; Writing Instruction

This manual was developed to help trainers and volunteer coordinators prepare volunteers who tutor adults in basic skills. It is based on 9 of the 11 workshops presented at a Training the Trainer conference in Colorado. Chapters 1, 2, 4, and 6 provide background information for training. Chapters 3, 5, and 7-9 provide materials for presenting tutor training workshops based on the following four components of effective training: presentation, demonstration, practice, and evaluation. The nine chapters are as follows: (1) design terrific training; (2) evaluation; (3) tutor orientation--adults as learners; (4) fundamentals of reading; (5) language experience; (6) intermediate reading skills; (7) teaching writing as a process; (8) word attack--three techniques; and (9) spelling should be fun. Chapters include title, contents, glossary, materials checklist, preparation tips, lesson plan (including introduction, lessons with information sheets, scripts, visual aids, activities, handouts and conclusion), and a bibliography. (KC)

ED 353 461 CE 062 924

Mikulecky, Larry
Workplace Literacy Programs: Variations of Approach and Limits of Impact.
PUB DATE- 3 Dec 92
NOTE- 14p.; Paper presented at the National Reading Conference (San Antonio, TX, December 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Adults; Basic Skills; Corporate Education; *Education Work Relationship; Employer Employee Relationship; Job Training; Literacy; *Literacy Education; *Program Effectiveness; School Business Relationship
IDENTIFIERS- *Workplace Literacy; *Workplace Literacy Impact Model

Six workplace literacy programs were evaluated for impact upon learners, learners' families, and learners' productivity. Site 1 was an automotive plant where learners were involved in technical preparation, the General Educational Development program, and English as a Second Language (ESL). Site 2 was a wood-processing plant with a communication and collaboration course. Site 3 was a women's prison where correctional officers and other staff were in courses on report writing and promotions support. Site 4 was an insurance industry where health care worker, nutritional health and fitness, environmental health, mental and emotional health, substance use and abuse, and personal plan for healthy living); (9) communications in health care; (10) legal and ethical responsibilities; (11) safety in health care; (12) emergency procedures; (13) leadership and followership; (14) job-seeking/keeping skills; and (15) body mechanics and body kinetics. Other contents include the following: 5 textbooks and 13 additional references for year one; 6 textbooks for basic skills for year one; addresses and telephone numbers for suppliers of audiovisual materials; learning categories that vocational education teachers must impart; a proposed model for secondary health occupations; and options for program delivery. Appendix A contains checklists for demonstration of basic skills related to units 5, 12, and 15 of the guide. Appendix B contains masters for handouts and other worksheets. Appendix C contains information related to Idaho requirements for students to receive health education credit. (CML)

ED 353 479 CE 062 975

Applied Welding Technology Curriculum Guide.
PUB DATE- Jun 90
NOTE- 98p.; For a related technical committee report, see ED 346 271.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Construction (Process); High Schools; *Metal Working; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; State Curriculum Guides; Trade and Industrial Education; *Welding
IDENTIFIERS- Idaho; Vocational Industrial Clubs of America

This Idaho state curriculum guide provides lists of tasks, performance objectives, and enabling objectives for instruction in welding. Following an introduction and a list of tasks, the bulk of the document consists of 10 modules, each of which is a list of tasks and the performance objectives and enabling objectives that pertain to each task. The modules cover these areas: (1) Vocational Industrial Clubs of America and employability skills; (2) general safety skills; (3) basic trade skills; (4) oxyacetylene welding; (5) oxy-fuel cutting; (6) shielded metal arc welding; (7) gas tungsten arc welding; (8) gas metal arc and flux cored arc welding; (9) air carbon arc cutting; and (10) plasma arc cutting. (CML)

ED 353 480 CE 062 979

Drafting and Design Technology Curriculum Guide.
PUB DATE- Mar 92
NOTE- 146p.; For a related technical committee report, see ED 346 273.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Charts; *Computer Assisted Design; *Drafting; Employment Potential; *Engineering Drawing; Graphs; High Schools; *Mathematical Applications; Postsecondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Idaho; *Surveying (Engineering)

This document provides lists of tasks, performance objectives,

DESCRIPTORS- Adults; *Child Abuse; *Client Characteristics (Human Services); Females; *Incest; *Individual Differences; *Personality Traits; *Sexual Abuse
IDENTIFIERS- *Minnesota Multiphasic Personality Inventory

This study was conducted to assess the effects of incest using the Minnesota Multiphasic Personality Inventory (MMPI). Women (N=81) seeking counseling for issues related to an incestuous childhood and nonsexually abused adult female counseling clients (N=90) completed the MMPI and a background information questionnaire. The groups were compared by completing cluster analyses on each group's profiles. Three distinct clusters were identified for both the incest and control groups. For the incest group, these were labeled "angry and confused," "overwhelmed," and "normal." For the control group, clusters were labeled "normal," "overwhelmed," and "somaticizer." The only profiles that clearly differentiated the incest group from the control group were the "angry and confused" incest cluster and the "somaticizer" control cluster. The groups were also differentiated by the percentage of clients in each category, with the incest group showing an overall higher percentage with clinical elevations. The results suggest that incest victims are a heterogeneous client group who may require differentiated treatment approaches. (Author/NB)

ED 353 498 CG 024 716

Conway, Terry L.; Cronan, Terry A.
Exercise and Fitness: Association with Cigarette and Smokeless Tobacco Use.
PUB DATE- 17 Aug 92
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Exercise; Health; *Military Personnel; *Physical Fitness; *Smoking; *Tobacco
IDENTIFIERS- *Smokeless Tobacco

This study examined the relationships among physical fitness, exercise activity, and both cigarette smoking and smokeless tobacco use among 2,800 United States Navy men. Subgrouping individuals according to their self-reported use of tobacco resulted in maximum sample sizes of 1,406 nonusers, 161 smokeless tobacco users, and 1,233 cigarette smokers, although these numbers were reduced to 975 smokers, 115 smokeless tobacco users, and 825 cigarette smokers in some analyses due to random missing data in the physical fitness measures. Smoking was negatively related to exercise activity. After controlling for exercise effects, smoking still was associated with lower physical endurance, both cardiorespiratory (1.5-mile run) and muscular (sit-ups and push-ups). Smoking was not associated with overall body strength or percent body fat after controlling for exercise activity. In striking contrast, smokeless tobacco use was not significantly correlated with exercise levels or with any of the physical fitness measures after controlling for exercise activity. The lack of significant findings with smokeless tobacco use has important implications for educating young men who may falsely believe that they can use smokeless tobacco without ill consequences to their overall health. (Author/NB)

ED 353 499 CG 024 717

effective, and somewhat effective. Youth who were involved in some form of organized community, sports, or church activity were less likely to be engaged in use and abuse of alcohol and drugs. (ABL)

ED 353 518 CG 024 736

Angel, Daniel Scott; Heritage, Jeannette
Select Personality Characteristic Differences between Caregivers for Persons with Acquired Immune Deficiency Syndrome and Caregivers for Other Types of Illness.
PUB DATE- 24 Nov 92
NOTE- 21p.; Paper presented at the Meeting of the Tennessee Counseling Association (Nashville, TN, November 24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Caregivers; *Diseases; Health Personnel; Locus of Control; *Personality Traits

The purpose of this study was to analyze select personality characteristics of individuals working within the Acquired Immune Deficiency Syndrome (AIDS) population in comparison to non-AIDS caregivers by using two personality assessment instruments. Subjects were from two health care provider populations. Two hundred research packets were distributed to various AIDS and non-AIDS service organizations and health care facilities, with a return of 64 usable packets, which represented 2 groups. The first group of 32 dealt only with Persons with AIDS (PWAS). They provided counseling, emergency support, health care, and resource management. The second group of 32 worked with other forms of illness in the health care community providing the same services, but had no contact with PWAS. Instruments used were the Edwards Personal Preference Schedule (EPPS) and the Rotter Internal-External Control of Reinforcement Scale (Rotter I-E Scale). Subjects were given a research packet containing these instruments and a demographic background questionnaire to obtain information on age, sex, religious affiliation, marital status, caregiving population, number of care-hours per week, sexual orientation, and the subject's Human Immunodeficiency Virus status and subsequent diagnosis. Analysis of EPPS data indicated that AIDS caregivers had higher mean scores on the traits of Affiliation, Succorance, Nurturance, and Change. Non-AIDS caregivers had higher means scores on the traits of Order, Heterosexuality, and Aggression. There were no significant differences on the Rotter I-E Scale. (ABL)

ED 353 519 CG 024 737

Tentoni, Stuart C.; And Others
Professional "Mentoring" of Doctoral Practicum Students: An Emerging Supervisory Paradigm.
PUB DATE- 15 Aug 92
NOTE- 23p.; Papers presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Educators; *Counselor Evaluation; *Counselors; *Counselor Training; Doctoral Programs; Graduate

Harper, Gary W.
Incarcerated Adolescents' Engagement in AIDS/HIV High-Risk Behaviors: Ethnic-Racial and Gender Differences.
PUB DATE- Aug 92
NOTE- 12p.; Poster presented to the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; *Correctional Institutions; Drinking; Drug Use; *Institutionalized Persons; Minority Groups; *Racial Differences; *Sex Differences; Sexuality

Incarcerated youth are a subgroup of adolescents who are at particularly high risk for Human Immunodeficiency Virus (HIV) infection. This study explored ethnic-racial and gender differences in incarcerated adolescents' engagement in Acquired Immune Deficiency Syndrome (AIDS)/HIV high-risk behaviors. All subjects for the study were residents of state juvenile correctional facilities between the ages of 12 and 19 years old. This included 134 self-identified ethnic-racial minority adolescent males; 239 white American males; 48 ethnic-racial minority females; and 107 white American females. Ethnic-racial minority males reported higher rates of sex-related behaviors and use of drugs and alcohol prior to sexual activity, whereas their white American counterparts reported more general drug- and alcohol-related behaviors. White American females reported more general use, and ethnic-racial minorities reported more use of drugs and alcohol prior to sexual activity. Further research should attempt to further explore ethnic-racial and gender differences in AIDS/HIV high-risk behaviors in order to improve the efficacy of prevention efforts. (ABL)

ED 353 538 CS 011 119

Wolfram, Gretchen, Ed.
Building Communities of Readers. Occasional Report.
PUB DATE- Dec 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Influence; Intermediate Grades; Junior High Schools; Library Services; *Middle Schools; Parent Participation; Program Development; *Reading Attitudes; *Reading Habits; *Reading Programs; Student Motivation
IDENTIFIERS- Indiana; *Middle School Students; *Reading Motivation

This issue of "Progressions" shares the lessons learned by the Lilly Endowment's Education Division from partnerships with educators, librarians, parents, and community activists. The articles look at individual components of the endowment's overall plan to promote reading among youngsters in grades five through nine, and to introduce the Middle Grades Reading Network--the next phase of the reading initiative--that is designed to build on the success of early programs. The six articles and their authors are as follows: (1) "Survival Skill. Reading: Connecting with the Real World" (Stephen Silha); (2) "Hooked on Reading: Teachers and Students Lured Back to the Books" (Beverley J. Pitts), describing three school-based projects--Student-Operated Paperback Bookshops, Teachers under Cover, and Reading for Real--which are part of the Middle

Comparative Analysis; *Computer Assisted Instruction; *Correctional Education; *Institutionalized Persons; *Reading Comprehension; *Reading Instruction; Reading Research; *Student Attitudes
IDENTIFIERS- *Direct Instruction; Texas

A study compared the effectiveness of computer-assisted reading instruction to that of a direct teaching model. Nineteen adult male inmates from Windham School System's Ellis II Unit (located in Texas) special education classrooms served as subjects. The subjects were divided into two groups each of which spent one hour a day on reading. One group used computer assisted instruction, while the other group participated in traditional teacher-led reading lessons. Treatment effects were measured after two weeks using the Badar Informal Reading Inventory in the areas of oral reading and reading comprehension. Results indicated: (1) significant pretest to posttest gains made within the traditional direct teaching model; (2) gains were made by both instructional methods, even though the gains did not show one method better than the other in a statistically significant way. A survey given after the treatment indicated that student preference was for teacher-led lessons over computer assisted instruction. (Twenty-six footnotes, and eight tables and two figures of data are included.) (Author/RS)

ED 353 558 CS 011 160

Imai, Mutsumi; And Others
Properties of Attention during Reading Lessons.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention Span; Grade 2; Grade 3; Oral Reading; Primary Education; Reading Achievement; Reading Comprehension; *Reading Instruction; Reading Research; Sex Differences; Student Characteristics
IDENTIFIERS- Illinois; Reading Fluency

A study investigated the attention of 116 children in 6 second- and third-grade classrooms while they participated in 4 lessons involving progressively more difficult stories. Analysis of videotapes of the lessons revealed that the likelihood of a lapse of attention was highest during the first 15 seconds of attention episodes. Lapses in attention were more likely among second graders than among third graders, among boys than among girls, in low groups than in middle groups, and in middle groups than in higher groups. The more difficult the story, the more likely were lapses in attention, especially among younger and less able students. Reading-group membership was more strongly related to attention than were reliable measures of children's individual comprehension and fluency. A leading hypothesis to explain this finding is that reading groups have subcultures that differentially support paying attention. The most newsworthy finding of the study was the sharp drop in attention following oral reading errors. This drop was observed in all reading groups in both second and third grades. (Two tables and seven figures of data are included; 41 references are attached.) (Author/RS)

ED 353 559 CS 011 161

in their attitudes toward the teacher student relationship, while maintaining the marks of their type. In short, teacher type preferences do show up among even experienced teachers. Thus, training and experience both certainly affect responding habits, but personality also continues to have an enduring influence. (Three figures showing responses are attached.) (HB)

ED 353 578 CS 213 620

Gormley, Kathleen; And Others
Gender Differences in Classroom Writing: An Analysis of Sixth Grade Students' Reader Response Entries.
PUB DATE- Oct 92
NOTE- 23p.; Paper presented at the Annual Conference of the Northeastern Educational Research Association (Ellenville, NY, October 27-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Students; Grade 6; Intermediate Grades; *Journal Writing; *Reader Response; *Reading Achievement; *Sex Differences; *Student Journals; *Teacher Response; Writing Research
IDENTIFIERS- *Childrens Writing

A study examined what children write when responding to literature they have read in school. The study investigated whether girls' writing differed from that of boys in the same classroom, as well as whether a classroom teacher responded differently to her children's journal writing based on gender or reading proficiency. One sixth grade class, involved in a literature-based reading program, and currently reading Katherine Patterson's "Bridge to Terabithia," participated in the study. Twenty student journals were analyzed in terms of frequency of particular writing features that have previously been proved or suspected to identify gender differences. Results showed that girls were much more apt to write their internal responses as they read a novel than boys, and when the book had two strong main characters, one male and one female, girls made more entries about these characters than did boys, and that girls used more overall proper names than boys (suggesting perhaps a stronger sense of inclusion for their readers). Results further showed that boys received more teacher directives than girls, and that poorer readers were less likely to include scriptal information or to use characters' names than were their peers. (One figure and two tables of data are included; 22 references are attached.) (SR)

ED 353 579 CS 213 622

Rogers, Priscilla S.
Analytic Measures for Evaluating Managerial Writing. Working Paper 647. Revised.
PUB DATE- Jan 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Correspondence; Higher Education; *Organizational Communication; *Persuasive Discourse; *Technical Writing; Test Reliability; Test Validity; *Writing Evaluation; Writing Research; *Writing Tests
IDENTIFIERS- Managerial Communication; Writing Contexts

To address the need for writing assessment tools, two analytic

DESCRIPTORS- Adolescent Literature; Childrens Literature; *Content Area Reading; *Discussion (Teaching Technique); Elementary School Teachers; Elementary Secondary Education; Graduate Study; Group Dynamics; Higher Education; Literature Appreciation; Secondary School Teachers; Supplementary Reading Materials; Teacher Education; Whole Language Approach
IDENTIFIERS- *Historical Fiction; Response to Literature

A study examined how some teachers, in a graduate class, experienced literature study and began to explore ways of using it with their pupils. Subjects, 24 graduate students (9 secondary school teachers and 15 elementary teachers) enrolled in a class on the reading/writing connection, were randomly assigned to 6 groups of 4 students each. Each group read one book about the westward expansion of the United States in four sessions over a two-week period. Discussion sessions were audiotaped and analyzed. Students kept response logs, and after the last class, students completed a survey. Results indicated that: (1) subjects learned about the use of literature and cooperative groups in the classroom; (2) their exposure to literature led to an understanding of the possibilities for its use in social studies; (3) they learned how personal response to literature can be a powerful motivator for reading and learning; (4) role assignments and particular tasks seemed to contribute to literature discussions for these student teachers; (5) they adopted stances to the books which showed their personal involvement with the stories, understanding of characters, events, and themes, the author's craft, and the book as an object in relation to other sources of historical information; and (6) the only disturbing issue was the low frequency with which a critical stance was adopted. Findings suggest that teachers can develop their own literary knowledge in such a way as to be able to extend their students' understandings. (Twenty-four references, a description of the roles of group members, a list of daily procedures, and annotations of the six books used in the class are attached.) (RS)

ED 353 600 CS 213 677

Taylor, Loretta Shird; Napier, Georgia
The Portrayal of Economic Deprivation in Thirty Selected Works of Children's Literature.
PUB DATE- 13 Nov 92
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Characterization; *Childrens Literature; Content Analysis; *Economically Disadvantaged; *Economic Status; Elementary Education; Ethnic Stereotypes; Females; Low Income; Poverty; Sex Stereotypes; Writing Research
IDENTIFIERS- Caldecott Award; Newbery Award; Trade Books

A study determined how economically deprived people were portrayed in selected works of children's literature. The content of 30 children's books of realistic fiction written by authors and illustrators of Newbery and Caldecott Award Winners and Honor Books was analyzed. Results indicated that: (1) nearly all economically deprived characters were described as attractive; (2) the books written by winners of Caldecott Award and Honor Books portrayed young black males as economically deprived at a significantly higher rate; (3) books written by

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; Interpersonal Communication; *Leadership; Predictor Variables; *Sex Differences
IDENTIFIERS- *Communication Styles; *Small Group Communication

A study examined the role played by gender and communication content in the leadership emergence process in small, task-oriented groups. Six hours of transcribed group interaction from a sample of the group deliberations of 6 mixed-sex groups of college students (n=27) engaged in a 4-month-long decision-making project served as the database for the analysis. A simple regression analysis identified task-relevant communication as being the sole significant predictor of emerged leadership. Production of task-relevant communication explained over 48% of the variance in emerged leadership. Subsequent analysis revealed that no significant gender differences existed in the production of task-relevant communication. Implications of this research, as well as a discussion of future directions for research, are presented. (One table of data is included; 21 references are attached.) (Author/RS)

ED 353 620   CS 508 046

Arneson, Pat; Hoff, Nancy
Cooperative Learning for the Gifted Student: Contributions from Speech Communication.
PUB DATE- 30 Oct 92
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Cooperative Learning; Educational Research; *Gifted; Higher Education; *Instructional Effectiveness; Questionnaires; Student Experience; *Teaching Methods
IDENTIFIERS- Thematic Analysis

A pilot study examined the relationship between cooperative learning, speech communication skills, and the academic progress of gifted students. Subjects, five female undergraduate honors students, were interviewed regarding their life experiences and opinions of various learning styles. In addition, an open-ended questionnaire was distributed to 35 honors alumni requesting information about their preferred learning style. A thematic data analysis revealed relationship development and maintenance to be an important aspect of all learning experiences. Recommendations for the use of cooperative learning include valuing rather than exploiting gifted students and using cooperative learning as a supplementary rather than primary style of instruction. (A glossary of cooperative learning techniques and 29 references are attached.) (Author/RS)

ED 353 621   CS 508 048

Willmington, S. Clay
The Validity and Reliability of a Performance Test of Interpersonal Communication Proficiency.
PUB DATE- Oct 92

PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Policy; *Policy Formation; *Retrenchment; *State Courts; *State Legislation
IDENTIFIERS- *California

Findings of a study that explored how California school reforms are initiated and revised and how differences between the judicial and legislative areas affect policymaking are presented in this document. Two themes--financial reform and retrenchment--are examined at two levels: as a case study about the politics of school finance reform and also as one episode in the complex history of equity as an objective of educational policy. The study began in 1978 as a political analysis of how Assembly Bill 65, a school finance initiative, evolved. AB 65 was invalidated by Proposition 13, a tax limitation measure. The study's focus then shifted to a comparison of the politics of reform and the politics of retrenchment. Methodology involved interviews conducted with key participants and document analysis. Chapters examine both the chronology and content of each major episode in California's school finance history. Chapter 1 provides an overview of the state's school finance system and context, focusing on three themes: (1) technical problems, political solutions; (2) judicial remedy, legislative response; and (3) political capacity and coalition building. Chapter 2 examines the issue of judicial intervention in policymaking in the context of the 1968 "Serrano v. Priest" decision. Chapter 3 examines the process involved in passing Senate Bill 90 and its effects on school finance reform. Chapter 4 examines events in the passage of AB 65 and shows how different perceptions of reform lawyers and legislative actors influence policymaking. Chapter 5 examines the effects of Proposition 13, a tax reform initiative, and AB 8, a retrenchment measure. The final chapter examines the relationships among the courts, legislatures, and reform. Four tables are included. (Contains 112 references.) (LMI)

ED 353 640 EA 024 538

Cohen, Allan
Reducing Stress in Schools: A School Administrators' Guide to Managing Personal and Building-Level Stress.
PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Burnout; *Cognitive Restructuring; Elementary Secondary Education; *Interprofessional Relationship; Organizational Communication; *Principals; Relaxation Training; *Stress Management; Stress Variables

This guidebook provides the principal with some fundamental tools for reducing stress and preventing professional burnout. Chapter 1 offers strategies for identifying and reducing personal stress. Cognitive restructuring is advocated as an effective, permanent approach, in which the individual changes patterns of thinking about stressful situations. Some of the solutions described include acquiring needed skills, anticipating and preparing for problem situations, utilizing

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Cost Effectiveness; *Crowding; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Urban Schools; *Year Round Schools

Year-round schools operate 12 months rather than the traditional 9- or 10-month schedule. On a multitrack year-round schedule, attendance is staggered so that some students are on vacation while others attend school the usual number of days (about 180). Year-round schools can usually accommodate more students and offer an alternative to overcrowding. Recent studies suggest that year-round schools do not improve education. Shifting days of attendance does not address problems such as lack of parent involvement and the need for restructured curricula, continued education for teachers, and improved teaching methods. Three large urban school districts (Los Angeles; Houston; and Prince William County, Virginia) experimenting with year-round education found no significant positive effects on academic achievement. In two other districts (Lodi, California, and Orange County, Florida), other factors may account for increased student achievement. Los Angeles and Houston also found that year-round schools only temporarily relieved their overcrowding problems. Many districts are finding that year-round schools are not cost-effective to operate unless the student population substantially exceeds traditional school capacity. Although building costs can be temporarily avoided, there are increased expenses for air conditioning, maintenance, and staff salaries. Additional disadvantages include administrative difficulties, adjustment problems, inconvenience, decreased teacher development and student employment opportunities, and deleterious effects on community businesses. A resource list is appended. (MLH)

ED 353 659 EA 024 592

California Strategic Plan for Parental Involvement in Education: Recommendations for Transforming Schools through Family-Community-School Partnerships.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; *Family Involvement; Family Programs; *Family School Relationship; *Parent Participation; *Parent School Relationship; School Community Relationship; State Programs; *Statewide Planning
IDENTIFIERS- *California

The vision for parent involvement presented in this document supports the California State Board of Education's policy initiative on parent involvement. Adopted in January 1989, the initiative includes a policy that encourages school districts and schools to implement long-term, comprehensive programs that build on the strengths of families. The following six types of parent involvement are identified: (1) help parents develop parenting skills; (2) provide parents with knowledge of home-learning techniques; (3) provide access to and coordinate community and support services for children and families; (4) promote clear school/family communication; (5) involve parents

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Dropout Prevention; Dropout Programs; Dropout Rate; *High Risk Students; High Schools; High School Students; Outcomes of Education; Performance; *Program Effectiveness
IDENTIFIERS- *New York City Board of Education; *Project Achieve NY

First-year outcomes of the 1990-91 Project Achieve in 32 New York City public high schools are presented in this paper. Project goals are to improve student performance outcomes and to increase successful school completions. Methodology involved analysis of quantitative data from all participating 32 high schools and central data files. Findings of a qualitative study are presented in a separate report. Findings indicate that the percentage of schools that met particular objectives in 1990-91 varied by grade and objective. For example, over 81 percent of the schools met the dropout objective and over 34 percent of 9th grades and 62 percent of 10th grades met the attendance objective. About half of the schools met their credit accumulation objectives in both the 9th and 10th grades. Finally, Regents Competency Test (RCT) data indicate that about 40 percent of the schools achieved their objective in reading, 59 percent met the objective in writing, but only 16 percent met the RCT objective in math. Eight tables are included. (LMI)

ED 353 680 EA 024 623

Christner, Catherine; And Others
Priority Schools: The Fifth Year.
PUB DATE- 92
NOTE- 205p.; Document includes a one-page executive summary.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Educational Improvement; *Educationally Disadvantaged; Educational Quality; Elementary Education; *Excellence in Education; *Low Achievement; Program Effectiveness; Student Evaluation
IDENTIFIERS- Austin Independent School District TX; *Priority Schools

In April 1987, the Austin school board approved the current student assignment plan, which returned most elementary students to their neighborhood schools and created 16 predominantly minority schools with many students from low-income families. This report summarizes the outcomes of a 5-year plan, "A Plan for Educational Excellence," in each of the 16 priority schools. Methodology involved an employee school climate survey, a survey of parents of priority and other elementary students, and an analysis of school effectiveness reports, student standardized test scores, and various school records. The district provided priority schools with full-day prekindergarten classes, a lowered pupil-teacher ratio across all grade levels, innovative funds and extra support staff, and extra support and directives from the central office. Major findings indicate that: (1) five schools failed to demonstrate improvement in low-achieving students; (2) the overall TAAS (Texas Assessment of Academic Skills) scores of priority schools were lower than district levels; (3) priority schools as a group increased in the percent exceeding expectations for reading and mathematics achievement, but decreased in language achievement; (4) in priority schools, kindergarten students school reform, the overall level of endorsement is not a consensus opinion. Those with a higher sense of self-efficacy and who are more involved in local school governance are more likely to report change in classroom practices. However, more instructional change appears to be occurring in schools most in need of change, and teachers most in need of professional development are least likely to pursue it. Comments on the findings from representatives of the Teacher Advisory Group, Principal Advisory Group, and the Consortium Steering Committee are provided. Twenty-two tables/figures are included. (Contains 8 endnotes.) (LMI)

ED 353 700   EA 024 651

Bennett, Albert L.; And Others
Charting Reform: The Principals' Perspective. Report on a Survey of Chicago Public School Principals.
PUB DATE- Dec 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Responsibility; *Administrator Role; Educational Change; Elementary Secondary Education; Governance; *Principals; Public Schools; *Quality of Working Life; *School Restructuring
IDENTIFIERS- Chicago Public Schools IL

Findings of a study that examined principals' attitudes toward recent school reform, initiated by the Chicago School Reform Act of 1988, are presented in this paper. A survey of 550 Chicago public elementary and high school principals yielded 457 responses, an overall response rate of 83 percent. Findings indicate that principals' moderately positive ratings of school governance are consistent with those of teachers who were surveyed in a previous study. Schools with effective governance arrangements are smaller and have higher levels of teacher collegiality and positive school-community relations. Principals report improvement in classroom teaching and community relations, but no significant change in the organization of teachers' work. However, many poor schools remain relatively untouched by school reform. Finally, principals are optimistic about their schools and see positive practices emerging, but do not necessarily feel better about their own work. They experience increased accountability and administrative demands, reduced authority, inadequate resources, constraints in removing incompetent teachers, and lack of time to devote to instructional leadership. Seventy-five percent plan to leave the principalship within 10 years. (Contains 10 endnotes.) (LMI)

ED 353 701   EA 024 652

Break the Fast: A Guide for School Breakfast Programs.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Breakfast Programs; Child Health; Elementary Secondary Education; Federal Programs; Food Service; *Food

thoughtfulness in the education of the gifted. (Contains seven references.) (DB)

ED 353 722 EC 301 753

Brazeau, Karen; And Others
Special Education and Student Services.
PUB DATE- Jul 92
NOTE- 130p.; Cover title: "1992 Status Report on Special Education and Student Services in Oregon."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; Compensatory Education; *Disabilities; Disadvantaged Youth; Early Childhood Education; Early Intervention; Educational Legislation; Educational Practices; Elementary Secondary Education; Federal Aid; *Gifted; Hospitalized Children; Limited English Speaking; Long Range Planning; Migrant Education; *Pupil Personnel Services; School Districts; *Special Education; *Special Needs Students; Special Schools; *State Programs; State School District Relationship; Statewide Planning; Supervision; Talent; Transitional Programs
IDENTIFIERS- *Oregon

This report examines the current status and plans for special education, student services, and special projects and studies in Oregon. The first section offers an overview of special education long-range planning in secondary and transition programs, the student population with severe emotional disturbance, low incidence populations, families, the talented and gifted program, early intervention, and supported education. The comprehensive system of personnel development is briefly described. Third, supervision of special education is discussed, including special reviews, complaints and due process, comprehensive reviews, comprehensive application for special education funds, and annual local education agency applications for federal funds. School-based programs for students with mental retardation, severe emotional disturbance, specific learning disability, speech/language impairment, and special gifts and talents are then described. State-operated and state-supported programs examined include hospital programs, regional programs, private agency education programs, the Education Evaluation Center, early intervention and early childhood special education, and Oregon schools for students with blindness and deafness. The section on compensatory education covers the Chapter 1 program, Indian education, programs for limited English proficient children, migrant education, the State Disadvantaged Child Project, civil rights, and homeless children. Also described are the parent education program, the Oregon prekindergarten program, primary programs, the school-age child care project, the child development specialist program, comprehensive guidance and counseling programs, peer counseling/helping, student activities, health services, teen parent and child development program, residential youth care center program, the student accounting system, and home schooling. Four special projects and studies address traumatic brain injury, Very Special Arts, Medicaid and third party billing, and assistive technology. An appendix summarizes findings of the Oregon Follow-Along Project. (DB)

ED 353 723 EC 301 754

Fink, Sandra; And Others

PUB DATE- 4 Nov 92
NOTE- 328p.; For two appendices processed separately, see EC 301 774-775.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Accountability; Agency Cooperation; Deaf Blind; Delivery Systems; Educational Policy; Educational Quality; Education Work Relationship; Elementary Secondary Education; Guidelines; Multiple Disabilities; *Normalization (Handicapped); Preschool Education; Preservice Teacher Education; Public Schools; Quality of Life; *Severe Disabilities; Social Integration; Special Health Problems; *Student Evaluation; Transitional Programs
IDENTIFIERS- Community Based Education; *Kentucky

This final report describes a 5-year Kentucky project to improve integrated educational services and life quality of children and youth with severe disabilities, including students with deaf-blindness. Project objectives focus on the identification and removal of barriers to effective integrated programs; the provision of educational services on age-appropriate regular school campuses; the development of community-based instructional programs; coordinated transition services between preschool and public school programs, and between public school services and adult supports/services in the community; and the development of state-level policies and procedures. By the project's end, a total of 206 students in 22 school districts had moved from segregated to integrated school campuses, and approximately 80 percent of students with severe disabilities in these districts were receiving regularly scheduled community-based instruction. Additionally, the project developed several best practice manuals, a set of personnel preparation competencies and recommendation, and an alternative student assessment and accountability system. Extensive appendices include various meeting and workshop agendas, a teacher's guide to the Alternate Portfolio assessment system, an issue of the Project newsletter, and a manual on students with special health care needs. (DB)

ED 353 741 EC 301 774

Smith, Pamela D.; Leatherby, Jennifer L.
Services for Students with Special Health Care Needs: Guidelines for Local School Districts. Kentucky Systems Change Project.
PUB DATE- Sep 92
NOTE- 137p.; In: Lewis, Preston and Kleinert, Harold L. Kentucky Systems Change Project for Students with Severe Disabilities (1987-1992). Final Report; see EC 301 773.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Ancillary School Services; Communicable Diseases; Delivery Systems; Disease Control; Elementary Secondary Education; Guidelines; *Health Services; Individualized Education Programs; *Pupil Personnel Services; *Special Health Problems; *State Standards; State Surveys; Student Placement; Student Transportation

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Observation Techniques; *Competency Based Teacher Education; Compliance (Legal); Curriculum Development; *Disabilities; Early Intervention; Educational Diagnosis; Educational Philosophy; *Evaluation Methods; Family School Relationship; Federal Legislation; *Handicap Identification; *Inservice Teacher Education; Interdisciplinary Approach; Measures (Individuals); Observation; Preschool Education; Special Education; State Legislation; *Student Evaluation
IDENTIFIERS- Project Prepare OH

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on assessment concepts involving the evaluation of preschoolers for possible disabilities. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module deals with six major goals: (1) understand state and federal mandates relating to assessment of young children; (2) be able to implement the assessment team process; (3) understand the basic procedure for assessing young children; (4) recognize the variety of relevant assessment instruments available; (5) understand the use of systematic observation in assessing young children; and (6) understand variables related to summarizing and sharing assessment results. (Contains approximately 30 references.) (DB)

ED 353 757 EC 301 791

Pisarchick, Sally E.; And Others
Transition. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
SPONS. AGENCY- Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE- 92
NOTE- 522p.; For related documents, see EC 301 784-792. Title on the first of two cover pages varies slightly.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; *Competency Based Teacher Education; Curriculum Development; Demonstration Programs; *Disabilities; Early Intervention; Educational Philosophy; Educational Practices; Family School Relationship; *Inservice Teacher Education; Preschool Education; Special Education; *Transitional Programs
IDENTIFIERS- Project Prepare OH

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bilingualism; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; *Intercultural Communication; *Learning Strategies; Program Descriptions; *Second Language Instruction; Second Language Learning
IDENTIFIERS- *Denmark; *Scandinavia

Three papers discuss intercultural communication and second language learning in Scandinavia. The first paper, "Good Learning Strategies in Foreign and Second Language Learning--The Case of English in Denmark," discusses principles and strategies for learning second languages for the purpose of effective intercultural communication. Particular attention is given to the teaching of English in Denmark. The second paper "All Children in the Nordic Countries Should Be Bilingual--Why Aren't They?" discusses the lack of research on native languages of Scandinavian residents and provides an overview of the basic program designs available for teaching foreign languages. In the third paper, "Intercommunicative and Intercultural Competence," a framework is presented for analyzing the role of communicative and intercultural competence and their teachability in second language instruction. (VWL)

ED 353 776 FL 020 192

Phillipson, Robert
Good Learning Strategies in Foreign and Second Language Learning--The Case of English in Denmark.
PUB DATE- Nov 83
NOTE- 17p.; In Cultilingualism--Papers in Culture and Communicative (In)competence. ROLIG-papir 28; see FL 020 191.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communicative Competence (Languages; Cultural Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Intercultural Communication; *Language Role; *Learning Strategies; Second Language Learning
IDENTIFIERS- *Denmark; Great Britain

Principles and strategies for learning second languages for the purpose of effective intercultural communication are discussed, with particular reference to the teaching of English, the dominant foreign language in Denmark. In the first section, the official, relatively open-ended Danish goals for English language teaching are outlined. The second section briefly discusses the influential role of English in Denmark, and its status as a foreign or second language for most Danes. In the third section, Danish English instruction is analyzed in relation to ten specific language learning goals used in Britain to guide language teachers. It is concluded that the British guidelines reflect aspects of language instruction that are important and should be included in language teacher training and should inform daily pedagogical activity. It is recommended that Denmark re-examine the implications for language use and instruction of the important role played by English in that country. A 16-item bibliography is included. (MSE)

ED 353 777 FL 020 193

Skutnabb-Kangas, Tove
All Children in the Nordic Countries Should Be Bilingual--Why

(080)
DESCRIPTORS- American Indian Languages; *Case (Grammar); *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Written Language
IDENTIFIERS- *Clauses; *Comanche (Language); Saint Clair (Harry H)

St. Clair's Comanche texts, collected in 1902, appear to exhibit a very uncharacteristic form of objective case marking along with "same subject" dependent clause types unknown elsewhere in the language. Proper interpretation of the materials and the circumstances in which they were transcribed leads to an analysis in which turn-of-the-century Comanche was unremarkable, at least in the matters considered here. (Author)

ED 353 802 FL 020 574

Ayres, Glenn
Reflexive and Reciprocal Elements in Ixil.
PUB DATE- 90
NOTE- 28p.; For serial issue in which this paper appears, see FL 020 572.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Foreign Countries; Language Research; Language Typology; *Mayan Languages; Nouns; *Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Guatemala; *Ixil; *Reflexives

Reflexives and reciprocals in Ixil, a Mayan language of Guatemala, appear to have features that distinguish them from reflexives surveyed in typological studies such as Faltz (1985) and Geniusiene (1987). Third person reflexives and reciprocals seem to have the form of a possessed noun optionally followed by a possessor NP. Moreover, reflexives occur only as direct objects, as subjects of copulative clauses, and in constructions derived from transitive verbs. Evidence for that analysis is presented, with a description of reflexives and reciprocal elements in Ixil. (Contains 18 references.) (Author/JL)

ED 353 803 FL 020 575

Biava, Christina
Native American Languages and Literacy: Issues of Orthography Choice and Bilingual Education.
PUB DATE- 90
NOTE- 16p.; For serial issue in which this paper appears, see FL 020 572.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; *Bilingual Education; Elementary Secondary Education; *Literacy; Literacy Education; *Spelling; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- *Native Americans

Native American language communities have had four choices regarding the adoption or change of a writing system in recent years: to adopt or not to adopt a system, or in the case of an existing system, to alter it or not to alter it. The paper also examines the criteria of orthography choice and functions of literacy. Bilingual eduction issues are seen as the most important function of Native language literacies. Also examined specifically for the drama can also be analyzed. The written text is used between film versions to compare and contrast interpretations and use of language. A list of Chinese films and related texts is offered as an alternative to Shakespeare. The second step of the technique is to explore differences in texts by comparing basic text elements, setting, narrative, characterization, symbols, structure/composition, viewpoint, time, and focus. The third step has students create or locate companion texts for an existing written text and/or film/video. A 31-item bibliography is included. (MSE)

ED 353 825 FL 020 917

Schecter, Sandra R.; Harklau, Linda A.
Writing in Non-Native Language: What We Know, What We Need to Know.
PUB DATE- Oct 92
NOTE- 45p.; Version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitudes; *Cultural Context; English (Second Language); Language Skills; Research Methodology; *Research Needs; Sampling; *Second Language Learning; *Writing Instruction; *Writing Processes; Writing Skills

A review of the literature on writing in a non-native or second language looked at empirical research, responded to a series of questions on the state of the art, and identified an agenda for future research. The questions addressed these issues: how writing ability in a non-native language (NNL) develops: whether there are developmental stages; levels of writing skill development that can be expected at different stages of NL learning; the relationship between development of NNL writing ability and other NNL skills; the relationship of the process of NNL writing and the first-language writing process; the intersection of language skills and composing skills; the influence of native culture and cultural experience on NNL writing; the effects of instruction on development of and performance in NNL writing; and the issues of affect, including identity and voice, specific to NNL writing. Analysis led to identification of research priorities in the areas of sampling, methodology, and topics. Recommendations include the following: broader age sampling and research on second languages other than English; greater attention to diglossia, code-switching, computer use, and affective issues; and more longitudinal studies and attention to specificity and context of writing tasks. A 134-item bibliography is included. (MSE)

ED 353 826 FL 020 918

Nelson, Dana Kristine
The Foreigner Talk of a Family Physician: An Observational Study.
PUB DATE- 11 Dec 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; English; English (Second Language); Family Practice (Medicine); *Intercultural Communication; *Language Patterns; Language Research; *Language Role; Language Usage; *Limited English Speaking; Native Speakers; *Physicians; Tape Recordings

Wide-Revisited" (Reischmann); "Adult Education in Development Programs: Possibilities of a Failure of Praxis" (Blunt); "Snapshot of Faculty Careers of Professors of Adult Education" (Caffarella); "A Continuing Conversation with Friends: Development Needs of Part-time/Adjunct and Senior Faculty in Adult Education" (Simpson et al.); "Diversity in the Content and Process of HRD (Human Resource Development) Academic Programs in Adult Education" (Dixon, Green); "Evaluation by Graduates and Faculty of Doctoral Programs in Adult Education" (Lawrence, McElhinney); and "Framework for Policy Analysis in Adult Education: Putting It to Work for the Profession" (Jahns, Maurice). Commission business meeting reports and annual census of adult education doctorates are included. (CML)

ED 353 369 CE 062 646

Hallock, Margaret, Ed.
Worker Education and Training in Oregon: The Challenge for Labor. Report of AFL-CIO Committee on Worker Education and Training Adopted by the 37th Annual Convention of the Oregon AFL-CIO.
SPONS. AGENCY- Oregon State Economic Development Dept., Salem.
PUB DATE- 2 Jun 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apprenticeships; *Educational Change; Educational Policy; *Education Work Relationship; Federal Government; *Job Training; *Labor Force Development; Postsecondary Education; Private Sector; Public Policy; Public Sector; Secondary Education; State Government; *Unions
IDENTIFIERS- AFL CIO; *Oregon

Organized labor in Oregon supports a high-skill, high-wage economic development strategy. The Oregon AFL-CIO Committee on Worker Education and Training has made policy recommendations that support this strategy. The Oregon AFL-CIO believes that fundamental reform of education is needed and recommends the following: emphasis on a high level of academic training to all students, a broad curriculum, student exposure to a variety of jobs, carefully structured youth apprenticeship programs, and labor involvement in educational reform. It encourages adoption of the apprenticeship model and recommends support and strengthening of current apprenticeship programs and expansion of the concept to new industries and jobs. The Oregon AFL-CIO believes the state should increase its investment in the current work force and improve training opportunities for dislocated workers, with labor playing a key role. It urges state and local governments to adopt a high-skill approach as they reorganize the delivery of public services. The Oregon AFL-CIO believes it has a role in changes in worker training and education at the firm level in the private sector. (Appendixes include the following: a 17-item bibliography, resolution to establish the committee, "The Eight Key Elements of High Performance Work Systems" by Ray Marshall; "Union Perspectives on New Work-Based Youth Apprenticeship Initiatives" and "Essential Elements of Model Youth Apprenticeship Programs" by Carol Shenon; "The Meaning of Apprenticeship"--a policy recommendation; and information on state-funded worker training programs.) (YLB)

ED 353 370 CE 062 718

Stubblefield, Harold, Comp.

were made concerning instructional program, employer supports, and overall project organization. (Appendixes include job titles of LEAP students and survey instruments.) (YLB)

ED 353 388 CE 062 791

The Adult Education Program Annual Report. Program Year 1990.
PUB DATE- 90
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Adult Education; Adult Literacy; *Adult Students; Educational Administration; Educational Finance; Educational Legislation; *Federal Legislation; *Literacy Education; *Participant Characteristics; State Departments of Education; *State Programs
IDENTIFIERS- National Adult Educ Professional Develop Consort

This first annual report of program performance for Program Year (PY) 1990 is the first comprehensive publication on the National Adult Education Professional Development Consortium (NAEPDC). A letter from the chairperson outlines goals of NAEPDC and the report. NAEPDC officers and directors are listed. "25 Years--A Dream Fulfilled" (Gary Eyre) is a history of this consortium, organized for the State Directors of Adult Education. A letter from the executive director provides information on implementation of the Adult Education Act for PY 1989-90. A one-page initial review of approximately 25 final reports for PY 1990 indicates trends in program characteristics, population characteristics, and staff development activities. Highlights of the National Literacy Act of 1991 include the definition of literacy and summaries of Titles I-VIII. The text of the Adult Education Act follows. Adult education program level descriptions precede data from state reports. Data are presented in 10 tables: expenditures and enrollments, participants by program level and gender, participants by population group and gender, participants by age and gender, participant characteristics, participant progress by educational level, reasons for leaving program, participant outcomes/achievements, participants by class location, and local staff in programs. A directory of state adult education personnel concludes the report. (YLB)

ED 353 389 CE 062 794

National Workplace Literacy Program. Curriculum Samples for 1992.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 377p.; For a related document, see ED 352 548.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Communication Skills; Competency Based Education; Curriculum; Curriculum Development; *English (Second Language); Instructional Materials; *Job Skills; Learning Activities; *Literacy Education; Mathematics Skills; *Reading Skills; Tests
IDENTIFIERS- *Workplace Literacy

This document reports on the partnership between Prince George's County (Maryland) Public Schools and the Prince George's Private Industry Council to provide workplace literacy classes

Washington, DC.
PUB DATE- Dec 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Case Studies; Classroom Techniques; Coordination; Demonstration Programs; *Educational Change; *Educational Cooperation; *Educational Innovation; Educational Research; Education Work Relationship; High Schools; *Integrated Curriculum; Teaching Methods; *Vocational Education

An examination of academic-vocational integration in school settings began with a literature review to describe theoretical support for integration. Four themes were synthesized that defined integration as a reform: richer, more coherent curricula; more activity-based pedagogy; more teacher collaboration and coordination; and more attention to school transition. The integration efforts of eight schools in five states (California, Kentucky, Ohio, Oregon, Virginia) in the context of their background characteristics and their policy environment were analyzed through case studies. Approaches fell into three groups: enhanced academics, enhanced relevance, and enhanced engagement. The sites attempted to reform curricula and implement pedagogical reforms. Teacher collaboration reforms included teaming of academic and vocational teachers, joint time together for teams, and new organizational structures that empowered teachers. School transition reforms included use of planning partners for the school, transition-specific curricula, and credentials and certification. All sites reported major barriers to curricular and pedagogical reforms. States generally provided no support for increased teacher collaboration. The following conclusions about integration were reached: it could apply to all types of high schools; it was best approached as a school improvement effort; it took years to implement; it flourished in a conducive regulatory environment; it required capacity-building investments; and it promoted rethinking of educational conventions. (Appendixes include synopses of case study sites and an 88-item bibliography.) (YLB)

ED 353 408   CE 062 817

Hill, Paul T.; And Others
Pandora's Box: Accountability and Performance Standards in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Educational Legislation; *Evaluation Criteria; Federal Legislation; *Federal Programs; *Performance; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; Secondary Education; Standards; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

This report explores educational accountability in the United States, specifically accountability in vocational education. Section 1 provides a brief overview of the history of evaluation activity in federal educational programs and sets dialogue, and the gathering of evaluation results for the improvement of vocational training. The countries which have tried to improve the evaluation process have achieved progress in several directions: (1) the development of exchanges between institutions; (2) the establishment of reliable local data; (3) the progress of research; (4) development and diversification of partnerships; and (5) increases in the volume, scale, and diversification of joint financing schemes. Other types of improvements include increased cooperation among the countries, identity, and access to vocational training. (Contains 11 references.) (KC)

ED 353 426 CE 062 846

Sleigh, Stephen R., Ed.
Economic Restructuring and Emerging Patterns of Industrial Relations.
PUB DATE- 93
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collective Bargaining; Developed Nations; *Economic Change; Employer Employee Relationship; Foreign Countries; Government Role; *Industrial Structure; Job Training; Labor Economics; *Labor Relations; *Organizational Development; Participation; *Participative Decision Making; Public Policy; State Government; State Programs; Statewide Planning; Technological Advancement; *Unions; Vocational Education
IDENTIFIERS- Europe (West); France; Italy; Massachusetts; Michigan; Pennsylvania; Spain

This book contains nine papers presented during a year-long series of seminars and a conference that analyzed the relationship between economic restructuring and industrial relations involving the joint academics, union leaders, government officials, business executives, and graduate fellows. These analyses include case studies from Western Europe, as well as detailed examination of U.S. examples, particularly state-level efforts from Michigan, Massachusetts, and Pennsylvania. The analyses emphasize the role of industrial relations in these processes. An "Introduction" (Stephen Sleigh) summarizes the case studies and analyses and provides an executive summary of the key conclusions that follow from the papers. The nine papers are as follows: "Economic Development and Industrial Relations in a Small-Firm Economy: The Experience of Metalworkers in Emilia-Romagna, Italy" (Bruce Herman); "Managing Local Development: Lessons from Spain" (Michael Barzelay); "Worker Democracy in Socialist France" (Bernard Brown); "International Competition and the Organization of Production: The Study Action Team Process at Trico Products" (Peter Lazes); "Collaborative Restructuring Efforts: Textile and Apparel Labor-Management Innovation Network, Lehigh Valley, Pennsylvania" (Robert Coy et al.); "Labor and Industrial Relations Strategies in the State of Michigan" (Michael Schippani); "Applying Skills-Based Automation through Participatory Management: The Center for Applied Technology" (Frank Emspak); "Can the End of the Social Democratic Trade Unions Be the Beginning of a New Kind of Social Democratic Politics?" (Charles Sabel); and "Training and the New Industrial Relations: A Strategic Role for Unions" (Wolfgang Streeck). Appendixes include lists of the Seminar Advisory Board and seminar presenters, a 360-item bibliography, and an index. (YLB)

EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Competence; Competency Based Education; Course Content; Entry Workers; *Hospitality Occupations; *Hotels; *Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Teaching Guides; Teaching Methods; Test Items; *Tourism; Transparencies; Units of Study

This teacher's guide is the core publication of a series of instructional materials developed for the hospitality and tourism industry. It includes the entry-level competencies students will need to enter any of the occupational areas identified in the four cluster areas of the hospitality and tourism industry: lodging, food service, travel and tourism, and recreation. The guide contains nine units of instruction that cover the following topics: introduction to the hotel industry, introduction to the tourism industry, basic workplace safety and first-aid skills, workplace security skills, professional image and basic sales skills, customer-relations skills, work communication skills, business equipment and procedures, and job application skills. Each instructional unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. A glossary of technical terms is also included. The unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. This teacher edition also contains information on the following: use of the publication; tools, materials, and equipment list; competency profile; instructional/task analysis; academic and workplace skill classifications and definitions; related academic and workplace skills list; and reference list. (KC)

ED 353 445 CE 062 881

Hill, Clifford; Larsen, Eric
Testing and Assessment in Secondary Education: A Critical Review of Emerging Practices.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Educational Testing; Grades (Scholastic); Grading; *Holistic Evaluation; Job Skills; Outcomes of Education; Portfolios (Background Materials); Secondary Education; Self Evaluation (Individuals); *Student Evaluation; Vocational Schools; Work Sample Tests
IDENTIFIERS- *Authentic Assessment

A study of assessment practices focused on vocational schools, especially those concerned with developing generic workplace skills, as well as comprehensive secondary schools that are developing closer relations with the workplace. The major reasons for educational testing in secondary schools are managing student learning, monitoring educational systems, and evaluating students for institutional purposes. Principles that are frequently used in discussions of testing and assessment learners worked in job-related reading and writing courses. Site 5 was a hospital where employees attended a computer-based writing class. Site 6 was a large gasket-making plant where learners attended reading and writing classes. The following are some results of evaluation of data, using the Workplace Literacy Impact Model: (1) Site 1 learners made gains in both the quantity and quality of their reading and writing and ESL learners also became more willing to ask questions at work; (2) site 2 supervisor rating scales showed learners increased their ability to solve problems, communicate, and handle paperwork and other plant-specific areas; (3) site 3 learners increased the quantity and quality of their reading and writing and showed gains in supervisor ratings of job competencies; (4) site 4 learners made gains in their perceived ability to read paperwork from management; (5) site 5 learners demonstrated significant increases in several types of home reading. (CML)

ED 353 462   CE 062 926

Van Tilburg, Emmalou
Literacy Issues of "Women in Development" in Developed Countries.
PUB DATE- 21 Apr 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Ohio Association for Adult and Continuing Education (Columbus, OH, April 21, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Developed Nations; Educational Needs; Females; Foreign Countries; *Literacy Education; *Student Characteristics; *Student Motivation; *Womens Education
IDENTIFIERS- England (London); Ohio (Columbus)

Students and teachers in adult literacy programs in Columbus, Ohio, and London, England, were interviewed using structured questions relating to past educational history, perceptions of encouragers and barriers to participation in education, support systems, the nature of success, and future expectations. Those interviewed were selected by teachers and administrators using a process of elimination based on willingness and availability to be interviewed. Through the data collection process a clear subpopulation of literacy students emerged: women in development who had been transplanted in developed country situations and were now pursuing adult education. All these women shared the same goals of participation in adult education with the hope of obtaining a degree or certificate that would be recognized. Results, reported in anecdotal comments, showed that most of the women felt that they were pursuing education for themselves, for their own satisfaction, and for their futures. Although they often lacked support from their families, they found support from friends and school personnel. Many found the school experience difficult, but they kept going, and the experience boosted their confidence. The study concluded that women of whatever educational level in developed countries often are disempowered by their backgrounds and are "women in development" much like the women literacy students. (KC)

ED 353 463   CE 062 928

Reder, Stephen
Programming Adult Literacy: Developing Individuals and Contexts.
SPONS. AGENCY- Office of Educational Research and Improvement

and enabling objectives for 1,800 hours of postsecondary instruction or 900 hours of secondary instruction in the drafting and design technology program. Following a list of tasks and an explanation of the program, the bulk of the document consists of 25 modules, each of which is a list of tasks and the performance objectives and enabling objectives that pertain to each task. The titles of modules, considered duty areas, are as follows: (1) demonstrate employability skills and habits; (2) demonstrate knowledge of program; (3) apply basic drafting skills; (4) solve technical mathematical problems; (5) prepare multiview drawings; (6) prepare sectional views; (7) prepare auxiliary drawings; (8) apply basic dimensioning; (9) prepare pictorial drawings; (10) prepare sheet metal developments; (11) utilize drafting applications; (12) prepare basic charts and graphs; (13) perform basic computer skills; (14) prepare basic computer-aided drawings; (15) prepare basic architectural drawings; (16) prepare basic structural drawings; (17) prepare basic civil drawings; (18) prepare basic electrical/electronic drawings; (19) prepare basic pneumatic/hydraulic drawings; (20) prepare basic mechanical drawings; (21) prepare advanced electronic/electrical drawings; (22) prepare advanced computer-aided drawings; (23) prepare advanced mechanical drawings; (24) prepare tool and die drawings; and (25) apply basic surveying skills. (CML)

ED 353 481 CE 062 987

Graphics Design Technology Curriculum Guide.
PUB DATE- Jan 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Computer Assisted Design; Computer Software; *Graphic Arts; High Schools; Hypermedia; Illustrations; *Layout (Publications); Photocomposition; Photographs; State Curriculum Guides; *Technical Illustration; Vocational Education
IDENTIFIERS- Idaho

This Idaho secondary education curriculum guide provides lists of tasks, performance objectives, and enabling objectives for instruction intended to impart entry-level employment skills in graphics design technology. The first list states all tasks for 11 areas; separate lists for each area follow. Each task on the lists is accompanied by a student performance objective and a set of enabling objectives. The modules are as follows: (1) introduction and general knowledge; (2) graphic design; (3) typography; (4) measurement systems; (5) illustration/artwork; (6) photography; (7) video; (8) graphic design layout methods; (9) hardware; (10) software; (11) trade customs; and (12) presswork. (CML)

ED 353 482 CE 062 988

Campbell, Robert, Comp.
Principles of Technology, Units 1-7. Curriculum Guide.
PUB DATE- Mar 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Rugs, Deborah; Friedman, Robert M.
Residential Treatment and Hospitalization for Children: Practice Differences and Length of Stay. Florida, 1991.
PUB DATE- Aug 92
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Problems; Childhood Needs; Children; *Hospitalized Children; *Institutionalized Persons; *Psychiatric Hospitals; *Residential Programs
IDENTIFIERS- *Length of Hospital Stay

A saturation sample of child and adolescent residential treatment facilities and psychiatric hospitals in Florida was conducted. A total of 128 facilities completed surveys, with a response rate of 51%. The majority of those who responded were from Child Caring (CC) facilities (55%), Hospital/Intensive Residential Treatment (IRT) facilities (25%), Crisis Stabilization Units/Short Term Residential Treatment facilities (11%), and Other facilities (9%). More Hospital/IRTs reported serving both children and adults in the same facility than did CC facilities. Hospital/IRTs reported seeing a wider range of diagnoses than did CC facilities (such as alcoholism, drug dependence, and eating disorders). The most commonly reported average length of stay for a Hospital/IRT was 1 month and 9 days. The most commonly reported average length of stay for CC facilities was 9 months and 4 days. Program costs and facility capacity were significant predictors of average length of stay for Hospital/IRTs, but not for CC facilities. Hospital facilities differed from CC facilities primarily in the use of the medical model and the number of medical staff employed. CC facilities covered a wider range of facilities than did hospitals, from group homes to therapeutic camps. The two types of facilities appeared to serve similar types of diagnoses, with the most common diagnoses for both groups being conduct disorders, attention deficit hyperactivity disorders, adjustment reactions, and anxiety disorders. (NB)

ED 353 500 CG 024 718

Scott, Deonda R.; And Others
Improving Performance and Retention through Video Assessment: A Longitudinal Study.
PUB DATE- Aug 92
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Banking; Expectation; *Improvement; *Job Performance; *Labor Turnover; Occupational Information; *Personnel Evaluation; *Personnel Selection; Videotape Recordings
IDENTIFIERS- *Bank Tellers

Several studies have found that a realistic job preview reduces the rate of voluntary turnover. This study was conducted to determine whether the addition of a video-based test to a traditional selection process would improve selection

Students; Higher Education; *Mentors; *Psychologists; *Supervisory Methods; Theories

Four papers from a panel discussion on the topic of doctoral practicum counseling students are presented in this document. The first paper "Professional 'Mentoring' of Doctoral Practicum Students: An Emerging Supervisory Paradigm" by Stuart C. Tentoni describes the author's academic training and experience which relate to the desire to become a mentor. The second paper "'Mentoring' Versus Traditional Models of Supervision: Doctoral Trainee Perspective" by Michael A. McCrea describes his experiences in placement experiences as a clinical psychologist trainee, focusing on the type of supervision. The third paper "Mentoring: A Professional Approach to Supervision" by Catherine G. Thomas describes her experiences in a co-counseling relationship, a mentoring style of practicum experience. She concludes that mentoring was exactly the supervisory relationship that she needed to finish her educational experience feeling more prepared for the professional world. The fourth paper "Professional Mentoring of Doctoral Practicum Students: An Emerging Supervisory Paradigm" by Richard N. Shulik presents the author's reactions to the previously presented material. He concludes with questions about the mentoring paradigm: how does one develop or improve mentoring skills and what does the mentoring paradigm offer to the graduate student who cannot be mentored or does not wish to pursue that type of supervisory experience. (ABL)

ED 353 520 CG 024 738

Lavoritano, Joseph E.; Segal, Patricia B.
Defining the Future: A Program Evaluation.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; Evaluation Research; Private Schools; Program Evaluation; *School Counseling; *Testing; Test Selection; *Test Use

The objectives of this program evaluation were to gather information and normative data about the students referred for psychoeducational evaluation; to determine the diagnostic profile of students referred for special education; and to use the information gathered to determine future program direction and possible program modifications. Students (N=55) in non-public schools referred for psychoeducational evaluation because of learning problems were evaluated. Students were evaluated using the Wechsler Intelligence Scale for Children III and the Wide Range Achievement Test-Revised (WRAT-R). After the evaluation these students were assigned to one of three dispositions which determined an intervention of increasing intensity in behalf of the student. The first level was teacher/psychologist consultation. The second level was multidisciplinary team meeting including the parent. The third level was a multidisciplinary team meeting with referral for an individualized educational planning meeting. Results indicated that there were no significant differences in psychologists' case dispositions using intelligence scores as dependent variables. As achievement scores in reading and spelling on the academic screening measure, the WRAT-R, yielded the only

Grades Reading Program; (3) "Just Add Books: Libraries Learn to Repopulate 'No Man's Land'" (Dennis E. Hensley), describing four projects promoting library use by young adolescents; (4) "Model Behavior: Parents, Communities Reinforce Reading Efforts" (Mary W. Atteberry), discussing programs to involve parents and communities in strengthening children's reading habits; (5) "The Next Step: Middle Grades Reading Network" (Jack W. Williams); and (6) "Reflections: Lessons of a Grantmaker" (Joan Lipsitz). (SR)

ED 353 539   CS 011 125

Partridge, Susan
Nursery Rhymes, a Pathway to Reading?
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; Literature Appreciation; Parent Student Relationship; Reading Instruction; Reading Materials; *Reading Skills
IDENTIFIERS- *Emergent Literacy; *Nursery Rhymes

Children's knowledge of nursery rhymes can be their path to learning to read and to enjoy reading if handled properly by their teachers and parents. Each session with a child or group of children must be enjoyable, non-threatening, inspiring and challenging for the children. They should be able to feel that their parents and teachers are also enjoying the rhymes, not just helping them because they feel it is their duty to do so. The use of nursery rhymes as a pathway for children's learning to read might be the answer to the present concern, the use of whole word versus decoding skills in teaching children to read, for the use of rhyme provides for both. Furthermore, since children like rhymes, they discover from the onset that reading can provide much pleasure. The also learn that the help they get in decoding and the discoveries they themselves make add to their enjoyment of rhymes. (A list of 12 instructional implications is included.) (RS)

ED 353 540   CS 011 141

Varble, Mary Ellen; Stephen, Veronica
Integrating a Whole Language Approach in Secondary Schools.
PUB DATE- Dec 91
NOTE- 6p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Principles; English Instruction; Secondary Education; Student Centered Curriculum; *Teacher Administrator Relationship; Teacher Role; *Whole Language Approach
IDENTIFIERS- *Literature Based Instruction

This serial issue deals with how to integrate a whole language approach in secondary schools. Following a short outline of the differences between whole language principles and skills-based precepts, key tenets of whole language are briefly discussed.

Bruce, Bertram C.; And Others
The Content and Curricular Validity of the 1992 National Assessment of Educational Progress in Reading.
SPONS. AGENCY- National Academy of Education, Washington, D.C.
PUB DATE- Feb 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Content Validity; Elementary Secondary Education; *Reading Achievement; Reading Research; *Reading Tests; *Student Evaluation; *Test Construction; *Test Content
IDENTIFIERS- *National Assessment of Educational Progress

One of 10 reports commissioned by the National Academy of Education, this report investigates topics related to an assessment program piloted by the National Assessment of Educational Progress (NAEP) designed to support state-by-state and state-to-nation comparisons of student performance in reading. The report focuses on three issues: (1) the adequacy of the process used to develop the "Reading Framework for the 1992 NAEP in Reading"; (2) the degree to which the "Framework" represents a consensus about reading among researchers, practitioners, and state and local school administrators; and (3) the extent to which the fourth-, eighth-, and twelfth-grade levels of the assessment exemplify the recommendations of both the "Framework" and the document written to guide the selection of passages and the development of assessment items. The report begins with a review of some of the events that led to the development of both the "Framework" and the 1992 NAEP in reading. Following an overview of the "Framework," the report discusses the three issues, describing the methods used to gather information and findings. The report next looks at the special studies that were part of the assessment. Finally, the report offers recommendations. Four tables of data are included; the survey cover letter, a list of the interview questions and a copy of the questionnaire (with percentages of responses for each item) are attached. (Author/RS)

ED 353 560 CS 011 162

Hodges, Carol Ann
Literacy Assessment in Kindergarten: A Longitudinal Study of Teachers' Use of Alternative Forms of Assessment.
PUB DATE- Dec 92
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Elementary School Teachers; Evaluation Methods; *Kindergarten; Literacy; Longitudinal Studies; Primary Education; Reading Achievement; Reading Research; *Reading Tests; *Standardized Tests; *Student Evaluation; *Test Use; *Writing Tests
IDENTIFIERS- *Alternative Assessment

A study compared teachers' assessments of students based on alternative evaluation techniques to student assessments based on standardized tests. Teachers in seven kindergarten classrooms evaluated their students (approximately 130 each year) in each of 3 successive years according to how well they had mastered a set of criteria which the teachers felt represented the successful reader and writer at the end of measures for evaluating managerial writing were used: the Analysis of Argument Measure based on Toulmin's (1958) elements of an argument, and the Persuasive Adaptiveness Measure, which draws on the Delia, Kline, and Burleson (1979) ranking system for scoring the degree of social perspective-taking. Developed through a series of pilots, the Analysis of Argument and Persuasive Adaptiveness Measures were designed to evaluate documents that are deliberately persuasive and "directorial" in nature, particularly documents written to manage organizational activities. To test reliability and validity, the measures were employed to assess a selected sample of managerial memoranda that had been scored holistically. Interrater reliability using cohen kappa achieved good agreement beyond chance and correlations using Stuart Tau-C revealed a positive association between the analytic and holistic scores. Successful employment of the analytic measures for research and training exercises, samples of which are included, demonstrate their functionality. (Four figures and five tables of data are included. Twenty-six references and four appendixes--containing a writing assignment and three responses to it--are attached.) (Author/SR)

ED 353 580 CS 213 637

King, James R.
Professing and Postmodernity: Social Constructions of Teaching Selves.
PUB DATE- Dec 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Cultural Context; Higher Education; Methods Courses; *Preservice Teacher Education; *Teacher Behavior; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Reflective Teaching; Social Constructivism

A study examined the interaction of teacher and student in a methods preparation course for undergraduate special education majors. The course was structured around several projects, two types of writing logs, and readings. Fieldnotes from an observer participant, records of a debriefing meeting, students' weekly entries on content learning logs and process response logs, instructors' responses to students' writing, and students' end-of-term written evaluations were the data that informed the instructor's analysis. Results indicated that: (1) the instructor's teaching of the course was about the construction of relationships with his students--it was the personal, the connected-to-life issues, and the emotions that guided the class; (2) in several situations, the students and the instructor experienced disagreement and conflict; (3) the instructor's reflexive moves of turning issues of concern into a learning experience made the student uncomfortable; and (4) the instructor identified several behavioral and emotional response patterns that he used to make sense of the classroom experience. The instructor concluded that a metaphor that seems to fit is teaching as shamanism--a shamanic teacher is connected to the heart of the class culture, is grounded in the ways of students, yet is also connected to other ways of knowing. (Eighteen references are attached.) (RS)

ED 353 581 CS 213 639

Knudson, Ruth E.

winners of Newbery Award and Honor Books portrayed young white females as economically deprived at a slightly higher rate; and (4) more children than adults were portrayed as economically deprived in both Caldecott and Newbery books. (Twenty references, a list of the books selected, and 10 tables of data are attached.) (RS)

ED 353 601 CS 213 679

Hillman, Linda
Non-Tenure Track Positions in Writing Programs: A Narrative of One.
PUB DATE- 21 Mar 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 20-23, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; *College Faculty; *Females; *Freshman Composition; Higher Education; *Nontenured Faculty; Teacher Attitudes
IDENTIFIERS- *De Paul University IL; *English Teachers

The freshmen writing faculty at DePaul University (Illinois) was comprised of 10 female non-tenure track instructors in the spring term of 1990. The core program for freshmen taking the introductory writing course pairs the English course with a history course, thus combining a study of civilization with a study of writing and rhetoric, and requiring a great deal of commitment and preparation for the instructors. A department policy was instituted in 1989 establishing that instructors hired on yearly, non-tenure contracts could only renew those contracts for 4 years. Considering the workload of the freshmen writing instructors, this announcement that they were dispensable was worrisome and discouraging. Meetings between the Dean of the College of Arts and Sciences and the instructors resulted in three options presented to the dean for his consideration. The dean praised the instructors for their commitment and was willing to make them aware of any academic professional openings. But within the English department, some hostility was expressed by tenured faculty. The instructors' departmental voting rights were revoked. The conclusion of the 10 instructors is that tenure is a bogus and hurtful system. What really counts for teachers is the experience of being in the classroom with the students, an experience that cannot be supplied by a doctorate degree alone. (A post-script dated March 1993, reflecting changes since the paper's publication, is attached.) (HB)

ED 353 602 CS 213 680

Cone, Joan Kernan
Untracking Advanced Placement English: Creating Opportunity Is Not Enough. Occasional Paper No. 30.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Graduate Students; Higher Education; *Interpersonal Communication; Performance Tests; *Test Reliability; *Test Validity

A study tested the validity and reliability of a structured interpersonal communication encounter method of assessing interpersonal communication proficiency. Subjects, 13 graduate students in Communicative Disorders, were assessed 2 times within 3 weeks by interacting with 2 different test initiators. Two tests of validity and two tests of reliability were made. Results indicated that both validity and reliability coefficients were limited by the fact that the subjects were above average as interpersonal communicators. It is concluded that findings might have been more pronounced with a larger, or more heterogenous sample. (An interpersonal skills rating form is attached.) (RS)

ED 353 622 CS 508 049

Hudson, Herman C., Ed.
Spike Lee and Commentaries on His Work. Occasional Papers Series 2, No. 1.
PUB DATE- 92
NOTE- 92p.; A Martha C. Kraft Professorship Publication.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Reference Materials - Bibliographies (131)
DESCRIPTORS- Auteurism; *Black Community; *Black Culture; Black History; Cultural Images; Film Criticism; *Film Production Specialists; *Film Study; Popular Culture; Racial Relations; Urban Culture
IDENTIFIERS- *African Americans; *Lee (Spike)

This monograph presents a critical essay and a comprehensive 454-item bibliography on the contemporary African-American filmmaker, Spike Lee. The essay, entitled "African-American Folklore and Cultural History in the Films of Spike Lee" (Gloria J. Gibson-Hudson), analyzes Lee's filmmaking approach from a cultural and historical perspective. The essay identifies Lee as a contemporary storyteller weaving his tales with the aid of a camera and demonstrates how his film narratives draw on both the historic and contemporary experiences of African Americans. The essay discusses five of Lee's films (made between 1984 and 1991) thematically, categorizing them under intra-racial issues and inter-racial issues. The bibliography (by Grace Jackson-Brown) provides citations from both scholarly and popular literature, encompassing newspaper articles, journal and magazine articles, chapters or sections from books, and reviews of films (most of the citations date from the last 5 years). The extensive 49-page bibliography is intended to be a comprehensive guide to literature that will assist students and researchers with an interest in Spike Lee. It is divided into six broad subject areas: Biography, Interviews, Production and Direction, Books and Book Reviews, Film Criticism and Film Reviews, and Entrepreneurship and Conduct of Life. (NKA) relaxation techniques, exercising, maintaining a reasonable workload, seeking group support, and confronting perceived stresses. Chapter 2 offers tips for identifying and reducing staff stress. The third chapter describes ways in which the principal can create a less stressful building climate through administrative style, communications, and supportive and physical environments. A relaxation tape accompanies the document. (Contains 7 references.) (LMI)

ED 353 641 EA 024 541

Black, Donald D.; Downs, John C.
Administrative Intervention: A Discipline Handbook for Effective School Administrators.
PUB DATE- 92
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Behavior Problems; *Behavior Standards; Discipline; Discipline Policy; *Discipline Problems; Elementary Secondary Education; Interpersonal Competence; Intervention; *Principals; Social Behavior

This book is designed to provide the basis for a teaching/learning process by which building administrators provide school-age youth with the appropriate social skills necessary for student success. Administrative intervention, an effective method for dealing with discipline problems, is comprised of a sequential set of instructional components and procedures for de-escalating disruptive behavior, obtaining and maintaining instructional control, teaching alternative behaviors, and preparing students for classroom re-entry. Individual sections offer techniques for de-escalating the crisis. stage, obtaining information from the teacher, conducting intensive teaching and teaching interactions, facilitating the student apology, creating behavior contracts with the student, supervising inschool supervision, and dealing with special cases. Each section includes a process summary and review. (Contains 15 references.) (LMI)

ED 353 642 EA 024 556

Gaustad, Joan
Tutoring for At-Risk Students.
PUB DATE- Nov 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Cross Age Teaching; Elementary Secondary Education; *High Risk Students; *Individual Instruction; *Peer Teaching; Program Implementation; *Tutorial Programs; *Tutoring; *Tutors

Traditional large-group instruction is geared toward one type of learning style and often assumes a specific cultural background. Tutoring, as a way to augment traditional instruction and help students with special needs, is examined in this bulletin. Following the introduction, chapter 1 reviews in instructional and support roles; and (6) support parents as decision-makers and leaders. Following the mission statement, individual sections discuss each of the home-learning goals of parent involvement programs, present supporting research findings, examine state and local implementation strategies, and list outcomes expected by the year 2000. The program goals include the following: public awareness and support; policy development and program planning; implementation; teacher and administrator training; parent and community training; teacher incentives; early interventions; and accessing resources. Appendices contain a checklist for quality criteria, information on Chapter 16 programs to encourage parent participation, and a list of publications available from the California Department of Education. (Contains 34 references.) (LMI)

ED 353 660 EA 024 593

Building Student Success through Parent/Community Involvement: A Report of the Maryland School Performance Program, State Parent/Community Involvement Team.
PUB DATE- Nov 90
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Community Support; Elementary Secondary Education; *Family School Relationship; Parent Influence; *Parent Participation; *Parent School Relationship; Program Development; *School Community Relationship; *State Action
IDENTIFIERS- *Maryland

This report is designed to help the state, local school systems, and schools plan, implement, and assess parent/community involvement programs to promote greater student success. Following an introduction and an executive summary highlighting the state team's findings, section 1 discusses research on the relationship of parent involvement to student achievement. Findings indicate that, when parents are involved with schools in positive ways, students' academic skills, attendance, behavior, and attitudes improve. Section 2 outlines a proposed state policy that includes local actions to promote greater parent involvement. The third section presents the five main types of family/community involvement, strategies for involving "hard-to-reach" parents, and techniques for effective communications between the home and school. One table is included. Appendices contain a parent/community process model for improving student achievement, training guidelines for teachers and administrators, information on advisory groups, a paper describing successful models and practices for parent/community involvement, and a selected resource list. Exhibits include sample questionnaires. (Contains 51 references.) (LMI)

ED 353 661 EA 024 594

Rigden, Diane W.
School Restructuring: Designing Schools for Better Student Learning.
PUB DATE- 90
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

made gains in achievement test scores but prekindergarteners' scores decreased; and (5) priority school students' median scores on the Iowa Tests of Basic Skills (ITBS)/Norm-Referenced Assessment Program for Texas (NAPT) improved since 1987. Other outcomes include slightly higher teacher and student attendance in priority schools, positive parent opinions about both priority and other elementary schools, and the existence of various multicultural education activities in all 16 priority schools. Attachments contain statistics on achievement test results, various school reports, and survey data. (Contains 13 references.) (LMI)

ED 353 681 EA 024 625

Holcomb, Edie, Ed.; McCue, Lydia L., Ed.
A Handbook for Implementing School Improvement.
SPONS. AGENCY- Lyndhurst Foundation, Chattanooga, TN.
PUB DATE- 91
NOTE- 268p.; The Spencer T. and Ann W. Olin Foundation also provided support.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; *Educational Improvement; Educational Planning; *Effective Schools Research; Elementary Secondary Education; *Institutional Mission; Leadership; Organizational Change; *Program Implementation; *School Effectiveness

Findings from descriptions of successful practice and studies of school effectiveness are presented in this collection of readings, which provide a background of the rationale and recommendations for implementing school improvement. The readings also serve as a detailed reference for school improvement teams who have participated in training institutes presented by the National Center for Effective Schools Research and Development. The readings were developed collaboratively by practitioners and school improvement facilitators. The first narrative describes the origins of effective schools research and defines the criteria for an effective school in terms of quality and equity. The second narrative describes the research-based school characteristics and processes that correlate with quality and equity of student outcomes. School and district leadership behaviors necessary to initiate school improvement processes are examined in narrative 3. The fourth narrative is concerned with creating and communicating a mission for change. The fifth and sixth narratives examine the organizational structure and processes necessary to support school improvement at the district and building levels. Strategies to utilize data in the school improvement process are identified in the final narrative. References accompany each narrative. (LMI)

ED 353 682 EA 024 626

Taylor, Barbara O., Ed.
Case Studies in Effective Schools Research.
PUB DATE- 90
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Change; *Educational Improvement; Educational Quality; *Effective Schools Research;

Standards; *Nutrition; *Program Implementation; *State Programs
IDENTIFIERS- *New York; *School Breakfast Program

Guidelines for implementing and operating a school breakfast program in New York are provided in this document. Following an introduction that explains the need for school breakfast programs, sections describe program history, meal pattern requirements, eligible participants, and available state and local financial assistance. Program requirements are described for the approval procedure; nutrition standards and pupil service; reports and records; and food service operation and supervision. Recommendations are made for increasing parent and student involvement. The next section examines perceived barriers to breakfast programs and concludes that a program can be run without causing major disruption if commitment is high. Strategies for merchandizing the program are described in the next section. The conclusion notes that the correlation between breakfast and good health, development, and educational performance makes school breakfast programs a priority. Answers to 15 commonly asked questions are provided in the final section. The appendix contains school breakfast meal patterns, sample menus, forms for student and parent surveys, an outline of a speech to a parent group, and sample news release. (LMI)

ED 353 702 EA 024 653

A Strategic Plan To Implement "A New Compact for Learning": The State's Role.
PUB DATE- 92
NOTE- 24p.; For "A New Compact on Learning," see ED 344 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Objectives; Elementary Secondary Education; *Excellence in Education; *Mission Statements; State Action; State Departments of Education; Statewide Planning
IDENTIFIERS- *New York

This document presents a strategic plan of New York State's role in implementing "A New Compact for Learning," with a focus on the expected results, the strategies to achieve them, and examples of actions to be taken. The compact calls for a system of elementary, middle, and secondary education that enables every student to master the knowledge, skills, and attitudes necessary to live well now and in the next century. Following the mission statement, eight strategic objectives for achieving the Regents' Goals are presented. The next section describes 10 operational objectives--the set of qualities that the compact is designed to bring about by the year 2000. The final sections present 16 interrelated strategies that the State Education Department will use to foster school change. Examples of actions for carrying out each strategy are provided. (LMI)

ED 353 703 EA 024 662

Auriemma, Frank V.; And Others
Aging Work Force Brings New Look at Teacher Retirement.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Special Education Forms. Volume 1: School-Age Students.
PUB DATE- Sep 92
NOTE- 96p.; For Volume 2, see EC 301 755.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Confidential Records; Decision Making; *Disabilities; Disclosure; *Due Process; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; Individualized Education Programs; Parent Rights; *Records (Forms); Referral; Special Education; *State Standards; Student Evaluation; *Student Placement; Student Records; Student Rights
IDENTIFIERS- Individuals with Disabilities Education Act; Oregon

This document comprises forms (and directions for their use) used in Oregon in conjunction with the Individuals with Disabilities Education Act (IDEA) for school-aged children. Forms are identified as either required or optional and are presented in a two-page format, with one page identifying the form, explaining its purposes, and providing directions for completing it and the other page containing a copy of the form. A flow chart shows the special education procedural process and identifies the required forms for each step. Forms include: referral for special education; parent notification of team referral; prior notice and consent for initial evaluation; statements of eligibility (for visual impairment, hearing impairment, speech/language impairment, orthopedic impairment, learning disability, serious emotional disturbance, mental retardation, autism, deaf/blind, other health impairment, and traumatic brain injury); physician's statement; prior notice and consent for initial placement in special education; notice of Individual Education Program meeting; Individual Education Program; prior notice of reevaluation and/or consent for intelligence or personality testing; prior notice of proposal or refusal to initiate a change; permission to obtain and release information; school officials having access to student records; and record of request for or disclosure of student records. Appendices answer questions concerning written prior notice and written parental consent and provide copies of forms ready for photocopying. (DB)

ED 353 724 EC 301 755

Fink, Sandra; Allen, Diana
Special Education Forms. Volume 2: Early Childhood Special Education for Children Three to School Age.
PUB DATE- Aug 92
NOTE- 117p.; For Volume 1, see EC 301 754.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Confidential Records; Decision Making; *Disabilities; *Due Process; Educational Legislation; Eligibility; Family Programs; Federal Legislation; Individualized Education Programs; Parent Rights; Parent School Relationship; Preschool Education; *Records (Forms); Referral;

IDENTIFIERS- *Kentucky
These guidelines are intended to help educators and other school personnel in Kentucky better manage the inclusion of students who require health services in either special or regular educational settings. The brief manual has sections which address: definitions; related Kentucky regulations; results of a statewide survey on personnel, qualifications, and policies regarding delivery of health services in classrooms; belief statements; placement and Individualized Education Program development; provision of related services; training of unlicensed school personnel to perform special health care procedures; emergency procedures; and transportation issues. Much of the document is comprised of 12 appendices which include: recommendations for dealing with specific health care procedures; guidelines for developing appropriate individual education programs for students with special health care needs; sample letters and forms; information on preventing transmission of communicable diseases; and listings of local health departments and home health coordinators, national resources and information centers, and related statewide training projects and materials. There are 14 references and an annotated bibliography of 88 related documents and readings. (DB)

ED 353 742 EC 301 775

Kentucky Alternate Portfolio Project: Teacher's Guide.
PUB DATE- Nov 92
NOTE- 57p.; In: Lewis, Preston and Kleinert, Harold L. Kentucky Systems Change Project for Students with Severe Disabilities (1987-1992). Final Report. see EC 301 773.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Education; Educational Legislation; Evaluation Methods; *Individualized Programs; Performance Contracts; *Portfolios (Background Materials); *Severe Disabilities; State Legislation; State Standards; Student Certification; Student Development; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Kentucky; Portfolio Performance Appraisal Systems
This manual offers guidance on the use of the Alternate Portfolio Assessment Process to evaluate outcomes of Kentucky students with severe disabilities. Portfolios are intended to showcase student work and allow performance-based evaluation across life domain activities. Criteria for determining eligibility of students with disabilities for this assessment approach are first listed, followed by a listing of 28 of the "Valued Outcomes" for all children identified by the Kentucky Education Reform Act (1990). An introduction to portfolio assessment presents the philosophy of this approach and a listing of what such a portfolio should include. Alternate portfolio entry types are then described, such as instructional program data, written work, documented applications of skills, and project information. Contexts for the entire portfolio collection are explained including showing evidence of integration, functionality, age-appropriateness, use of technbology, and choice making. A holistic scoring guide using six levels of descriptors (performance, support, settings, interactions, and others) and four performance level descriptions (novice, apprentice, proficient, or distinguished) is provided. Student

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on the facilitation of transition services for young children. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module provides participants with four major goals: (1) understand the concept and implications of transition; (2) understand transition as both a practice and a process in early childhood and early childhood special education; (3) become familiar with model transition programs; and (4) advocate for best practices. (Contains approximately 90 references.) (DB)

ED 353 758 EC 301 792

Pisarchick, Sally E.; And Others
IEP. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
SPONS. AGENCY- Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE- 92
NOTE- 352p.; For related documents, see EC 301 784-791. Title on the first of two cover pages varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Teacher Education; Compliance (Legal); Curriculum Development; Delivery Systems; *Disabilities; Early Intervention; Educational Philosophy; Family School Relationship; Federal Legislation; Federal Regulation; *Individualized Education Programs; *Inservice Teacher Education; Integrated Activities; Preschool Education; Special Education; State Legislation
IDENTIFIERS- Project Prepare OH

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on developing the individualized education program (IEP). All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles of the Ohio Department of Education's Division of Early Childhood Education: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling

Aren't They?
PUB DATE- Nov 83
NOTE- 28p.; In Cultilingualism--Papers in Culture and Communicative (In)competence. ROLIG-papir 28; see FL 020 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Children; Educational Planning; Elementary Education; Foreign Countries; *Immersion Programs; *Language Role; Monolingualism; Program Design; Second Language Instruction; Second Language Learning; Second Language Programs; Uncommonly Taught Languages
IDENTIFIERS- *Scandinavia

Little data are available concerning the native languages of Scandinavian residents, other than the official languages, despite the linguistic diversity of the region. Foreign language teaching starts early in schooling, but there has been little study of actual language needs. Three basic program designs are available for teaching foreign languages, including: immersion, mixed classes of native and non-native majority-language speakers; and sheltered, maintenance, or native language medium instruction. Seven program design variations can be classified according to both language medium and social goals. Conditions affecting second language learning can also be classified according to both language medium and social goals. Conditions affecting second language learning can also be classified as affective (anxiety, motivation, self-confidence), cognitive/linguistic/social second-language-related (input adapted to student's level, input from peers outside school), and cognitive/linguistic/social native-language-related (adequate linguistic development in the native language, adequate background knowledge, and help from a bilingual teacher). Research on second language learning and teaching does not yet guide educational planning in Scandinavia, probably because of unacknowledged racism and conflict avoidance. (MSE)

ED 353 778 FL 020 194

Skutnabb-Kangas, Tove; Phillipson, Robert
Intercommunicative and Intercultural Competence.
PUB DATE- Nov 83
NOTE- 35p.; In Cultilingualism--Papers in Culture and Communicative (In)competence. ROLIG-papir 28; see FL 020 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Chinese; *Communicative Competence (Languages); *Cultural Awareness; Danish; English; English (Second Language); Foreign Countries; *Intercultural Communication; Second Language Instruction; *Second Language Learning; Swedish; Uncommonly Taught Languages

A framework is presented for analyzing the role of communicative and intercultural competence and their teachability in second language instruction. First, several problematic communication situations are examined in which: (1) a native English speaker and native Danish speaker with limited English converse; (2) native speakers of two languages converse, each using his native language (Swedish and English) and understanding the other language; and (3) native speakers of two languages (Swedish and Chinese) using a third (English) to communicate. Six specific sample situations are discussed. The concepts of are problems that face Native language literacy programs. (Contains 22 references.) (Author)

ED 353 804 FL 020 576

Hopkins, Jill D.
Spatial Deixis in Chiwere.
PUB DATE- 90
NOTE- 14p.; For serial issue in which this paper appears, see FL 020 572.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- American Indian Languages; Language Research; *Linguistic Theory; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Chiwere; *Deixis; Siouan Languages

This paper examines spatial deixis in Chiwere (Siouan) in the framework of two theories of deixis. Denny (1978) attempts to define a set of distinctive features for spatial deixis, while Rauh (1983) uses spatial deixis as a template for organizing all deictic dimensions. Chiwere data suggest language and dimension specific expansion of both theories to include the features vertitive versus non-vertitive and location/stationary versus direction/motion. (Contains 16 references.) (Author)

ED 353 805 FL 020 577

Parks, Roger
The Historical-Comparative Classification of Colombian Inga (Quechua).
PUB DATE- 90
NOTE- 28p.; For serial issue in which this paper appears, see FL 020 572.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Diachronic Linguistics; Foreign Countries; *Language Classification; Language Variation; Morphology (Languages); Phonology; *Quechua; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Colombia

Colombian Inga is of particular interest to the Quechuanist because it is the northernmost member of the Quechuan language family spoken in modern times. In the present work, the relationship of Colombian Inga to other varieties of Quechua is examined. The affiliation of Inga with the Ecuadorian group of Parker's (1969a) Quechua A branch of the Quechua diasystem is evidenced by shared innovations in the phonology and morphology. Among these are the voicing of the stops /p, t, k/ after homorganic nasals and the replacement of the possessive suffix system by a set of possessive pronouns. Additional innovations unique to Colombian Inga show it to form a distinct subgroup within the Ecuadorian group of Quecha A. (Contains 35 references.) (Author)

ED 353 806 FL 020 578

Proulx, Paul
Proto-Algonquian Verb Inflection.
PUB DATE- 90
NOTE- 47p.; For serial issue in which this paper appears, see FL

IDENTIFIERS- *Foreigner Talk; *Simplification (Language)

A study analyzed the characteristics of one male physician's foreigner talk over the telephone with non-native speakers (NNSs) of English and compared it to that of native speakers (NSs). The conversations all related to requests that patients come into the office for a periodic, preventative physical exam. Data came from tape recordings of the physician's portion of the conversations, 10 with NSs and 11 with NNSs. Language used was analyzed phonologically (with a computerized spectrogram), syntactically (by identification of specific grammatical features, including omissions, expansions, replacements, and rearrangements), and semantically (by counting number of repetitions, restatements, and offers of definition). Analysis revealed clearly different patterns of speech for the two groups. The subject's speech to NNSs was characterized by: greater speed, more false starts, fewer repetitions, slightly fewer vocalized pauses and hesitations, more careful pronunciation, more syllable-timed stress, more ungrammatical structures, more questions, and more repetitions, restatements, and offerings of definitions with this group. Humor and idioms were used exclusively with NSs. The most surprising results were the nonstandard stress timing and grammar used with NNSs. Results supported some previous research and conflicted with others. It is concluded that a broader base of foreigner talk is needed before generalizations are made. (MSE)

ED 353 827 FL 020 919

Dalle, Teresa; Inglis, Margaret
ITA "Teacher Talk"--Discourse Markers as Guideposts to Learning.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Definitions; *English (Second Language); *English for Academic Purposes; English for Special Purposes; *Foreign Students; Higher Education; *Language Patterns; Teacher Education; *Teaching Assistants
IDENTIFIERS- Memphis State University TN; *Teacher Talk

In a study at Memphis State University (Tennessee), international students training as teaching assistants were taught the importance of discourse markers and other techniques for communicating in the classroom. The discourse markers are verbal cues that serve important pedagogical functions such as separating ideas, indicating temporal relationships and causation, and providing emphasis and contrast. They are characteristic of teacher talk, and improve the clarity and effectiveness of pedagogical communication. Students were also taught other ways of integrating teacher talk into the curriculum, including speed of speech, style of presentation, formal rhetorical structure, longer periods of speech without interruption, specific kinds of body language, use of props such as the chalkboard, and phrases commonly used by teachers. Early in the training programs, each subject was videotaped presenting a 7-minute explanation of a term from his discipline. After instruction, subjects were videotaped again, presenting the same explanation but with integration of teacher talk. Results indicate the effectiveness of the training. A 15-item bibliography is included. (MSE)

ED 353 828 FL 020 921

Commission of Professors of Adult Education. Proceedings of the Annual Conference (Milwaukee, Wisconsin, November 4-6, 1985).
PUB DATE- Nov 85
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Advising; *Adult Education; Adult Learning; Comparative Education; *Computer Assisted Instruction; Computer Networks; Computer Software Evaluation; Computer Uses in Education; Courseware; Educational Research; *Independent Study; Instructional Improvement; International Educational Exchange; *Labor Force Development; Recordkeeping; Research Design; Telecommunications

These proceedings contain 15 papers presented at a conference that included three general sessions and concurrent sessions for task forces on international adult education, computers, research, instructional improvement, self-directed learning, human resources development, and theory building. Some papers appear only as summarized versions. Titles and authors are as follows: "Emergence of Human Resource Development: Threat of Challenge to the Profession" (Nadler); "A Twenty-Five Year Retrospective Look at Self-Directed Learning" (Houle); "Putting Self-Directed Learning into Practice" (Knowles); "Self-Directed Adult Learning: A Critical Paradigm Revisited" (Caffarella, O'Donnell); "Philosophical Foundations of Research Design" (McElhinney); "Use and Applications of Computers and New Technologies" (Lewis, Oaklief); "Streamlining Academic Advising" (Oaklief); "Demystification of Computers: Courseware Evaluation" (Weiner); "Computer-Assisted Instruction" (Askov); "Record-Keeping: Spreadsheets and Data Bases" (Whinfield); "Networking/Telecommunications" (Sork); "International Adult Education Task Force: Reports and Reflections on International Conferences"; "An American in Paris--UNESCO 1985" (Niemi); "Building a New Organization across Cultures" (Marsick); and "The United Nations Women's Decade Conference and the NGO (Nongovernmental Organizations) Forum '85, Nairobi, Kenya" (Cassara). (YLB)

ED 353 371 CE 062 731

McDaniel, Joy; Mills, Steven
A Competency-Based Instructional Program for Plant Process Operations.
SPONS. AGENCY- Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Research Div.
PUB DATE- 30 Jun 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Chemical Industry; Chemistry; Communication Skills; Computer Literacy; *Curriculum Development; Emerging Occupations; Energy Occupations; Fuels; *Industrial Education; Job Skills; Lubricants; Maintenance; Mathematics Skills; *Petroleum Industry; Physics; Postsecondary Education; *Program Development; Safety; Technical Education; Units of Study; Waste Water
IDENTIFIERS- *Plant Process Operators

This program guide provides materials to prepare learners for employment as Process Plant Operators through classroom instruction and practical shop experience. Contents include instructional goal and subgoals, an instructional analysis that at worksites for employees of 10 different employers. Workplace-specific, work-related curricula have been developed in either English for speakers of other languages or in basic reading and mathematics job skills for each site. The 12-page report is followed by curriculum samples organized by the 10 employers: Prince George's County Maintenance Yard at Brown Station Road, Cintas Corporation, Grace Culinary Systems, Laurel Race Course, Litton-Amecom, Loral-Computer Sciences Corporation, New Carrollton Public Works, Prince George's Hospital Center, and Sovran Bank. An introductory sheet for each employer follows this format: site, instructor(s), time (whether volunteer or work release, dates, days, and class times), student description, and instructor summary. Sample curriculum materials for specified Comprehensive Adult Student Assessment System (CASAS) objectives follow. The CASAS objective may be narrowed by a site-specific objective. For each objective are provided these types of curriculum materials: paper-and-pencil exercises, diagrams, review sheets, informational sheets, questions, or tests. Three outside evaluation reports are appended. The first analyzes learners' responses related to reasons for enrollment and helpfulness of class. The second describes and evaluates the program materials in use and workplace-relatedness of curriculum. The third focuses on curriculum development and program administration. (YLB)

ED 353 390 CE 062 796

The Impact of Technological Change on Work and Training. Tripartite European Meeting on the Impact of Technological Change on Work and Training (Geneva, Switzerland, October 28-November 2, 1991).
PUB DATE- 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; Apprenticeships; Career Ladders; Cooperative Education; Coping; Corporate Education; Education Work Relationship; Foreign Countries; *Job Training; *Technological Advancement; *Technology; *Technology Transfer
IDENTIFIERS- Europe (East); Germany; Switzerland; United Kingdom

The first part of this report examines the relationship of technological change to employment and work. After a brief introduction, chapter 1 discusses new technology and labor productivity versus employment, emphasizing the effects of labor-saving machinery and changes in specific sectors of employment, such as electrical machinery, communications services, financial services, printing and publishing, and textiles and clothing. Chapter 2 looks at the effects of technological change on occupational structure and skills. Chapter 3 concerns coping with the effects of technological change on employment. The second part of the report looks at training for new technology. After an introduction, chapter 4 examines the issues involved in training under conditions of change and uncertainty. Chapter 5 discusses apprenticeship, project work, and "sandwich" courses that combine school-based programs with hands-on training. Chapter 6 gives a brief overview of four in-house training programs at Avionics, Corning Glass, Motorola, and Siemens. Chapter 7 gives an overview of technology training institutions that provide similar services for small and medium-sized companies in Switzerland, Germany, and the United Kingdom. Chapter 8 summarizes the issues involved in technological change and employment and discusses special consideration with respect to the major accountability, evaluation, and performance provisions of the 1990 Perkins legislation in that context. Section 2 presents an analytical framework for understanding accountability and performance standards. It highlights the relationship between performance measures and educational accountability. Section 3 draws on interviews with state and local officials to describe how they understand the new requirements and to assess their organizational capacity to implement them. It identifies several impediments to effective state-local cooperation in developing systems of performance measurement: lack of resources and personnel; insufficient attention to program quality and relevance in some local education authorities; and possibilities of conflicts of interest among students, educators, and employers. Section 4 draws on interviews with federal officials, in Congress and the U.S. Department of Education, to explain their understanding of these new provisions. Section 5 summarizes the implications of this study for accountability in vocational education and recommends that federal and state accountability efforts focus on local program improvement, not on creation of a national database. The report includes 31 references. (YLB)

ED 353 409   CE 062 818

Schultz, Katherine
Training for Basic Skills or Educating Workers?: Changing Conceptions of Workplace Education Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Course Content; *Curriculum Development; *Educational Objectives; *Literacy Education; *Program Content; Program Design; *Program Development; Program Effectiveness; Staff Development; Teacher Qualifications; *Teaching Methods
IDENTIFIERS- National Workplace Literacy Program; *Workplace Literacy

Although the National Workplace Literacy Program is relatively new, a new orthodoxy of program development based on particular understandings of literacy and learning has emerged. Descriptions of two model workplace education programs are the beginning points for an examination of the assumptions contained in most reports of workplace education programs. For instance, most programs use the term "functional literacy" to describe program content. By accepting a narrow definition of literacy, programs risk limiting their scope and impact on the workplace and on learners' lives. An exploration of assumptions programs make about curriculum and curriculum development reveals that most claim to customize their curriculum through job task analyses or literacy audits. Literacy audits lead almost always to lists of skills and subskills rather than to a broader understanding of teaching and learning literate practices. An examination of assumptions about teachers and teaching reveals that program descriptions rely on teacher qualifications, facts about instructional settings, and "contact" hours. New conceptions of teaching and learning as active, constructive processes rather than as transmission of skills are needed. Five sets of matrices have been proposed to conceptualize workplace education programs based on definitions of literacy, curriculum and curriculum development, teaching

ED 353 427 CE 062 848

Gowen, Sheryl Greenwood
The Politics of Workplace Literacy: A Case Study.
PUB DATE- 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Alienation; Case Studies; *Employee Attitudes; Ethnography; *Functional Literacy; Hospital Personnel; Job Skills; Labor Force Development; *Literacy Education; On the Job Training; *Politics of Education; Program Development; Program Implementation; Racial Discrimination; *Resistance (Psychology); Sex Discrimination; Staff Development; Success
IDENTIFIERS- *Workplace Literacy

This book analyzes the response of employees at a southern hospital to a functional context literacy program. It uses ethnographic techniques, storytelling, and observations of workplace relations to illustrate how classism, racism, and sexism continue to be part of the workplace environment and how these factors contribute to employees' resistance to functional context programs. Chapter 1 considers the literacy "crisis" and describes the King Memorial Work Skills Development Program. Chapter 2 contains interpretations of events by management, a consultant, a project director, an instructor, and employees. Chapter 3 considers how and why employees and others interpret the institution as reproducing social relations in the antebellum past, thus inviting a continuation of traditional patterns of resistance. To show the extent to which a functional context approach becomes a method to change knowledge construction and display, chapter 4 examines the beliefs about knowledge and literacy that inform this position. Employee resistance to this reformulation is explored. Chapter 5 considers the political and social implications of work-related text for employees as a way to understand their resistance to using it in the ways mainstream culture expects. Chapter 6 describes what employees want from a literacy program at work and how the instructor tries to give them at least part of what they want. An epilogue reports little change in employees' lives but several dramatic changes in the hospital. Ninety-seven references and an index are appended. (YLB)

ED 353 428 CE 062 849

Main, Keith
A Choice and Growth Based Theory of Human Development and Learning in the Adult Years.
PUB DATE- 15 Jan 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Adults; Adult Students; Aging (Individuals); *Decision Making; *Developmental Psychology; Developmental Stages; Learning Motivation; *Learning Theories; Midlife Transitions; Values

Writings in the field of human development and learning in the adult years can be integrated into a simple theory. A theory is defined as a policy, hypothesis, or set of principles used or proposed as a basis for action. The adult years are defined as policy are excellence, equity, and efficiency. These three qualities are better accomplished with authentic assessment, which does the following: (1) requires students to construct responses rather than select among preexisting options; (2) elicits higher order thinking in addition to basic skills; (3) uses direct assessment of holistic projects; (4) is integrated with classroom instruction; (5) uses samples of student work collected over an extended period of time; (6) is based on clear criteria of which students are made aware; (7) allows for the possibility of multiple human judgments; and (8) is more closely related to classroom learning. Three fundamental goals of education that authentic assessment can help to achieve are reforming curriculum and instruction, improving teacher morale and performance, and strengthening student commitment and capacity for self-monitoring. Compared to conventional testing, authentic assessment that teaches students how to monitor their own work makes far greater demands on both students and teachers. However, given the demands of the future workplace, internal evaluation and self-monitoring are increasingly critical skills. (Contains 126 references.) (CML)

ED 353 446   CE 062 882

Lamb, Jessica, Ed.
Oakland Readers. A Book of Life Stories Told by Students in the
  Second Start Adult Literacy Program. Levels One-Four.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 92
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult
  Students; Beginning Reading; *Biographies; High Interest Low
  Vocabulary Books; Instructional Materials; *Language Experience
  Approach; *Literacy Education; *Oral History; Student Developed
  Materials; *Supplementary Reading Materials

This set of Oakland Readers consists of four books of oral histories edited on four reading levels. Each book contains life stories told by students in the Second Start Adult Literacy Program. The books are intended for use by tutors and adult students/new readers in adult literacy programs. Life stories of eight students appear in each book. In Level 1 (When I Travel, I Like to Fly), titles are as follows: "My Grandmother Was a Good Old Lady"; "My Next Goal"; "Alabama, 1949"; "Starting Out"; "Dream Land"; "I Like to Fly"; "My Mother Was the Hub"; and "I Learned to Read in Alaska." Level 2 (Twelfth Grade Common Sense) includes the following stories: "A Book of My Life"; "A Very Quiet Life"; "All Kinds of Work"; "What I Want"; "A Fork in the Road"; "The Little White Bird Said, 'Run'"; "A Piece of Life"; and "52 Degrees below Zero." Level 3 (The South Was Pretty Cold) contains the following: "Cry in the Morning, Weep in the Evening"; "No Hard Times, No Deep Trouble"; "A Lot More Pain Than Hate"; "Do It Yourself"; "Father, Son"; "Run with the Wind"; "The Bad Foot"; and "No One Will Believe I'm Skinning a Bear." In Level 4 (Deep Feeling Feedback) the stories are as follows: "A House to Live In"; "Whatever I'm Doing, It's Working"; "Peoples Is Peoples, Man"; "My Future"; "Out of the Woodwork"; "Misunderstood by My Mother, Understood by God"; "I'm Looking for the Key"; and "Curiosity Didn't Kill This Cat." Word lists appear before each story in Levels 1-3. (YLB)

(ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Educational Environment; Illiteracy; *Literacy Education; Participation; *Program Design; Program Development; Retention (Psychology); Staff Development
IDENTIFIERS- Workplace Literacy

Research on adult literacy suggests that some formidable problems lie ahead as efforts continue toward ensuring that every adult in the United States is literate and possesses skills necessary for economic competitiveness and citizenship. Among the difficulties facing existing approaches are three interrelated issues. First, current programs serve only a small percentage of those considered needing improved literacy skills. Second, literacy development appears to be a slow process for participants. Third, retention of the literacy skills and knowledge developed is uncertain. One way to begin thinking about new programmatic approaches to literacy development is to broaden the basic concept of literacy and view it as an attribute of individuals and the environments and contexts in which they live and work. Literacy programs can be designed to affect both the individual through instruction and the environment in which the learner uses literacy. This broadened notion of literacy programming carries with it an expanded sense of program participation and outcomes. Program participation includes engagement in formally organized instructional activities and literacy activities in targeted environments. Program outcomes include proficiencies at performing various literacy activities in targeted environments. Such programs may be readily developed in the workplace or in more traditional formats and settings. (Contains 12 references.) (YLB)

ED 353 464 CE 062 933

The Development of a European Dimension in the Training of Guidance Practitioners.
PUB DATE- Jan 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Career Guidance; Counselor Qualifications; *Counselor Training; Educational Research; Employment Services; Foreign Countries; *Guidance Personnel; Guidance Programs; *International Cooperation; International Programs; International Relations; International Trade; Job Analysis; Job Placement; Job Skills; *Job Training; Labor Market; Skill Analysis; Specialists; Vocational Education
IDENTIFIERS- *European Centre for the Development of Voc Train; *European Community

CEDEFOP's (European Centre for the Development of Vocational Training) work on the development of the European dimension in the training of vocational guidance practitioners took place in two stages. The first was the survey of the work and training of guidance practitioners in each Member State of the European Community. Findings indicated differences in three areas: (1) number of guidance-related occupations in each Member State, (2) whether guidance was mainly the responsibility of

DESCRIPTORS- Behavioral Objectives; Electricity; Employment Potential; Energy; *Energy Occupations; Engineering Technology; Force; High Schools; *Industry; Job Training; *Mathematical Applications; *Power Technology; State Curriculum Guides; *Technology; *Technology Education; Thermodynamics; Trade and Industrial Education
IDENTIFIERS- Idaho; *Principles of Technology

This Idaho secondary education curriculum guide provides lists of tasks, performance objectives, and enabling objectives for instruction intended to impart entry-level employment skills in industrial technology. The first list is a general job competencies task profile, followed by a sheet on which teachers can evaluate students' general job competencies. The remaining eight lists are on the following topics: employability skills, force, work, rate, resistance, energy, power, and force transformers. Each task describes an occupational activity that will result in a finished process or product. (CML)

ED 353 483 CE 062 989

Maddox, Ray R.
Pharmacy Technician Curriculum Guide.
PUB DATE- Jul 92
NOTE- 72p.; For a related technical committee report, see ED 346 278.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Competency Based Education; Employment Potential; Health Personnel; High Schools; *Pharmaceutical Education; Pharmacology; *Pharmacy; Postsecondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Idaho; *Pharmacy Technicians; Universal Precautions

This Idaho state curriculum guide provides lists of tasks, performance objectives, and enabling objectives for instruction designed to prepare entry-level pharmacy technicians or help already employed pharmacy technicians retain their jobs or advance in their field. Following a list of tasks and an introduction, the bulk of the document consists of 11 modules, each of which is a list of tasks and the performance objectives and enabling objectives that pertain to each task. The titles of modules, considered employee duty areas, are as follows: (1) demonstrate employability skills and habits; (2) assist in preparing prescriptions; (3) intravenous admixture services; (4) maintain inventory; (5) demonstrate clerical skills; (6) demonstrate effective human relations and communication skills; (7) apply good housekeeping procedures; (8) apply ethics and legal standards; (9) assist with institutional drug distribution; (10) demonstrate knowledge of basic pharmaceutical chemistry, anatomy, and physiology; and (11) demonstrate universal precautions. (CML)

ED 353 484 CE 062 991

Campbell, Rob, Comp.
Introduction to Robotics for Industrial Technology Education. Curriculum Guide.
PUB DATE- 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

decisions, increase the accuracy of job expectations, and reduce turnover. Bank tellers (N=180) who had been selected using a traditional selection procedure (application, telephone screening interview, unstructured interview, and reference check) were compared with tellers (N=250) who had been selected using the same procedure plus a video-based selection test containing a realistic job preview. Applicants who did not pass any one of the selection instruments were not hired. Supervisors completed subjective ratings and collected objective performance measures using computer-generated reports for subjects at 30-day intervals up to 180 days after hiring. Tellers hired after passing the video test exhibited significantly better performance than did tellers selected using the traditional process alone on the objective performance measures, but the two groups did not differ significantly on the subjective performance ratings. Tellers in the video group made fewer and less costly mistakes, took fewer sick days, and had less turnover than tellers in the traditional group. The results suggest that the job preview offered in the video test did not increase accuracy of expectations. (NB)

ED 353 501 CG 024 719

Horan, John J.; And Others
Manifestations of the MOMM Phenomenon II: Relevant Data on Professional Darwinism and Membership Composition.
PUB DATE- Aug 91
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Editors; *Productivity; *Professional Associations; *Psychologists; Scholarly Journals; Writing for Publication
IDENTIFIERS- *American Psychological Association; *MOMM Cartel

Horan (1989) reported that graduates and employees of four institutions (Minnesota, Ohio State, Maryland, and Missouri - the "MOMM Cartel") heavily dominate every science and practice organ of the American Psychological Association's Division 17 governing body. Goldman (1990) provided additional data indicating that egregious exclusion of outsiders is characteristic of all Division 17 appointments over the past 5 years. A frequent response to these findings attributes the predominance of graduates and employees from MOMM institutions in all Division 17 governance structures to a sort of "professional Darwinism" (greater achievement by individuals affiliated with MOMM institutions). Others argue that given alternative baselines, MOMMs might prove to be underrepresented. Two studies were conducted to address this debate. The first investigated the professional-Darwinism hypothesis by examining the productivity of appointees to the editorial boards of Division 17's journals. The second study examined the charge of non-representativeness by analyzing Division 17's membership composition at two points in time. Data on the scholarly productivity of MOMMs and outsiders, at the time of their appointment to the editorial boards, suggest that outsiders are more productive than MOMMs, and that there is a significant disposition to appoint relatively unpublished MOMMs to the "Journal of Counseling Psychology" editorial board. Data further indicated that outsiders were indeed significant differences among case dispositions, a classroom based assessment of academic skills would be a viable alternative to the varied assessment batteries currently being administered. (ABL)

ED 353 521 CG 024 739

McDonald, Craydon D.
Complementary Narcissism Theory: A Family Systems Application of Self Psychology. Part 1: Theory.
PUB DATE- 15 Aug 92
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Family Counseling; *Psychotherapy
IDENTIFIERS- *Complementary Narcissism Theory; Family Systems Theory

Clinical assimilation of the various methods of family therapy, while maintaining an analytic, self-psychology perspective gave rise to Complementary Narcissism's novel system's perspective of the individual in context. While Complementary Narcissism Theory is applicable to all families, its interventions are most effective with those families who evidence a moderate to high ability to delay gratification in service of a larger reward later. Individual health requires being relatively low in omnipotence or in grandiosity, and in being able to move, when desired, quickly and smoothly between healthy presentations, i.e. low levels of omnipotence and grandiosity. In this self complementarity, the individual is able to have holistic intrapsychic experience and to enter into relationships based upon this strength. Without this capacity, the individual will relate to others who are attracted to dysfunctional presentations of grandiosity and omnipotence, and out of dysfunctional complementarity, rather than out of the strength of intrapsychic wholeness. Consistent with analytic family psychologies this approach goes beyond the family's presenting complaint, the precipitant, and specific behaviors, to understand the etiology of the individuals and of the family itself. At the same time that the origin of a family system is describing the way individuals and their histories influence the system, data is being gathered concerning the influence of the present family of creation, once formed, on the individuals. (ABL)

ED 353 522 CG 024 740

The Virginia Plan for Drug-Free Schools. Report to the Governor and the General Assembly of Virginia.
SPONS. AGENCY- Virginia State Dept. of Criminal Justice Services, Richmond.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Abuse; *Elementary Secondary Education; *Prevention; *School Law; *School Policy; State Legislation

The next section of the issue deals with principal-teacher partnerships, and these are followed by brief descriptions (under the school name and address) of three secondary school teachers who use whole language in their English classes. A short summary concludes the issue. (SR)

ED 353 541 CS 011 142

Scharer, Patricia L.; And Others
Literacy and Literature in Elementary Classrooms: Teachers' Beliefs and Practices.
PUB DATE- Dec 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Classroom Research; Elementary Education; Elementary School Teachers; *Reading Instruction; Surveys; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- Ohio

A study examined teachers' views about the role of children's literature in reading instruction, how teachers use literature in classroom reading programs, and the congruence between teacher beliefs and teacher practice concerning literature-based reading instruction. Surveys were sent to a representative sample of 1,000 teachers in Ohio (200 from each of the grades 1 through 5; 350 teachers completed the survey. A stratified random sample of nine teachers was chosen from those who indicated on the survey that they were willing to participate in a follow-up interview and classroom observation. Results indicated that: (1) teachers, when using children's literature, have not changed their stance toward reading instruction but rather have adapted their basal teaching structure to literature-based instruction; and (2) teachers placed less emphasis on such areas as the elements of literature, the wholeness of text, or the craft of the writer and focused more on how literature supported other curricular areas. Findings suggest that teachers' definitions of literature-based reading emphasized materials and resources rather than a philosophical or theoretical orientation toward literature or literacy. (RS)

ED 353 542 CS 011 143

Troyer, Sandra J.
The Effects of Text Structure on Fifth Graders' Comprehension.
PUB DATE- 4 Dec 92
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; *Elementary School Students; Grade 5; Intermediate Grades; *Reading Comprehension; Reading Research; Science Instruction; *Text Structure
IDENTIFIERS- California (South)

A study determined the effect of three types of text structures (attribution, comparison, and collection) on fifth graders' reading comprehension. Subjects, 71 students from 3 classrooms in 1 public elementary school in southern California, were randomly assigned to 1 of those 3 conditions. There was no kindergarten. Standardized tests were also administered to the kindergarten students. Results indicated that: (1) a significant relationship existed between teachers' assessments of students and the students' performance on the standardized test; (2) 56% of the variance between the total teacher groupings and the total test scores appeared to be due to some common factors; (3) when results differed, teachers ranked students in the next lower category 76% of the time the first year, 88% of the time the second year, and 98% of the time the third year. Follow-up interviews indicated that teachers felt more confident in their ability to make decisions about students' abilities; parents and teachers felt that teachers' evaluations provided more useful information than the standardized tests did; the principal did not agree to ban standardized tests as the teachers had requested. Findings suggest that teacher judgments, based on knowledge of their students' development and knowledge of the processes involved in reading and writing, may be a more valid means of obtaining information for instructional decisions. (One table of data and the kindergarten reading strategies checklist are included; 16 references are attached.) (RS)

ED 353 561 CS 011 163

Better Thinking and Learning: Building Effective Teaching through Educational Research.
PUB DATE- 90
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Controversial Issues (Course Content); Cooperative Learning; Critical Thinking; *Educational Research; Elementary Secondary Education; Metacognition; Prior Learning; Reading Strategies; Research Utilization; Science Instruction; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Graphic Organizers; Process Approach (Writing); Writing to Learn

Presenting syntheses of research on effective instruction in 30 program areas, this paper is designed as a resource to assist teachers in expanding and refining their repertoire of teaching strategies and to guide instructional planning and decision making. For each program area, the paper presents a "finding" (a one-sentence statement on instructional strategies), a rationale (several paragraphs discussing the topic in more detail), and annotations of approximately two to six pertinent references. Topics discussed in the paper include: activating prior knowledge; classroom climate to support thinking; cooperative learning; critical thinking; discussion of controversial issues; graphic organizers; inquiry approach; metacognitive reading strategies; problem-solving approach in social studies; reading, writing, thinking connections; teaching scientific concepts; visual imagery; writing as a process; and writing to learn. (RS)

ED 353 562 CS 011 168

Harnadek, Anita
Do We Have an Understanding? Analyzing Agreements, Book A-1.
PUB DATE- 93
NOTE- 49p.; For Book B-1, see CS 011 169.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

An Analysis of Persuasive Discourse: Learning How To Take a Stand.
PUB DATE- Dec 92
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Classification; Discourse Analysis; Elementary Secondary Education; *Instructional Effectiveness; *Persuasive Discourse; Sex Differences; Writing Research
IDENTIFIERS- California (South); Writing Contexts

A study investigated the effects of instruction on students' persuasive writing at two grade levels (third and fifth), and determined the categories and types of written persuasion used by students at four grade levels (3rd, 5th, 10th, and 12th). The first objective, determining instructional effects, was accomplished by specifically instructing 139 students in 8 classes in a southern California school in oral and written argument/persuasion. There were no significant main effects for instructional strategy or for the presence of the oral interaction component. The second purpose of the study (to categorize persuasive responses from 308 students and to determine age and gender differences, if any) was addressed using D. M. Weiss and J. Sachs' (1991) classification system. There was no significant main effect for gender, but there was a significant main effect for age. Students in grade 3 did not use compromise at all, while 11.1% of the 12th grade students' responses were compromise. Simple statements were used more by students in grade 3 than by students in grades 5, 10, or 12. There were also differences in the types of responses by grade level. (Two tables of data are included; 21 references and 2 appendixes, presenting the scoring guide and a description of persuasive categories, are attached.) (Author/SR)

ED 353 582 CS 213 642

Wilson, Donald
Retread: The (Re)Shaping of an Untrained Composition Teacher.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Junior High Schools; Personal Narratives; Teacher Role; *Teaching (Occupation); Teaching Assistants; *Writing (Composition); Writing Instruction
IDENTIFIERS- *English Teachers

The reminiscences of a professor who has taught writing from junior high through college serve in this paper to illustrate that the beginnings of a teaching career are usually marked by both enthusiasm and, frankly, a good deal of ignorance. Two important lessons for beginning teachers are to learn to respect experienced teachers and to learn to disdain the notion of becoming a "classroom cop." The rigors of teaching writing at a junior college, with 5 sections of 30 students each, can be almost unbelievably mind-numbing and very frustrating. For many teachers, being thrown into such a backbreaking position is the only formal training they will ever receive. The training programs of many graduate schools for their teaching assistants verge on the ludicrous or at least the completely

DESCRIPTORS- *Advanced Placement Programs; Cooperative Learning; *Discussion (Teaching Technique); *English Instruction; High Schools; High School Students; Instructional Effectiveness; Student Participation; *Teacher Behavior; Track System (Education)
IDENTIFIERS- University of California

The comments of a student new to Advanced Placement courses convinced a teacher of Advanced Placement English that opening up her class to all students was not enough--the teacher had to learn how to teach an untracked English class. Three basic strategies for teaching the class took shape: the teacher spent a great deal of time modeling tasks; once a task had been assigned and understood by the students, the teacher stepped back and let the students take charge; and, most important, the teacher used classroom talk as a vehicle for making all students feel good about themselves as learners. Some of the changes in the teacher and her teaching philosophy were quickly accomplished, but others required major shifts. Some of the minor changes included setting strict deadlines, teaching mechanics and grammar, and restructuring the use of textbooks. A major change involved collaborating with the students and sharing responsibility with them. The teacher discovered that students with combined SAT scores of 690 can learn with students with scores of 1350. Eighty percent of the students passed the Advanced Placement English Language and Composition Test, and 25 of 28 students passed the University of California Subject A test. (RS)

ED 353 603   CS 213 681

Freedman, Sarah Warshauer; Hechinger, Fred
Writing Matters. Occasional Paper No. 31.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Elementary Secondary Education; Limited English Speaking; Portfolios (Background Materials); Research Utilization; *Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- African Americans; Research Synthesis

Recent research creates a better understanding of how writing is best learned, taught, and used for learning in school and life. Research done by Anne Haas Dyson and Carol Stack has indicated that many low-income African American children may bring resources to school that are often overlooked. Matthew Downey moves from Dyson's findings about how children first learn to write to examine how writing can help spark the interest of third graders in history. Robert Calfee is studying the growing use of portfolios of elementary school student work to evaluate writing. John R. Hayes and Karen A. Schriver are studying innovative ways to evaluate the effectiveness of writing both in the classroom and in "real world" situations. Sandra Schecter's research explains the effects on teaching that derive from writing teachers' own research concerning classroom learning. The research by Guadalupe Valdes and Sau-ling Wong has shown that most new immigrant students who speak little English are already proficient writers in their first language. Much of the Center's research dealing with improved educational practice, from kindergarten to adulthood, points to new

ED 353 623 CS 508 052

Van Mersbergen, Audrey
The Rhetorical Reduction of the 13th World Festival of Youth and Students.
PUB DATE- Oct 92
NOTE- 44p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; *Ideology; *Mass Media Role; Media Research; News Media; *News Reporting; Students; Youth
IDENTIFIERS- Festivals; *Media Coverage; Media Government Relationship; North Korea; *Rhetorical Stance; Youth Participation

This paper examines ways in which the magnitude and critical import of the Thirteenth World Festival of Youth and Students (a week-long festival held approximately every four years, where tens of thousands of young people gather in the name of peace and friendship) was "distorted, diminished and suppressed" by coverage in the mainstream United States press. The paper first examines the history of the festival movement and how it has come to exist in its present form, and then considers the concept of historiography and the extent of its relevancy. An account of what actually took place at the festival is offered next, followed by a contrasting account of the festival as it was depicted in the mainstream press. This critique examines several national United States newspapers and periodicals, and shows how the festival was discussed in terms of peripheral elements (the North Korean political regime) and how its multifarious dimensions were transformed into homogenous and oversimplified categories. Lastly, the paper explicates the critical aspects of ideology and how ideology functions as a determinate factor in producing perspectives, particularly the perspectives of the mainstream press. A list of 56 references is attached. (SR)

ED 353 624 CS 508 053

Splaine, John; Splaine, Pam
Educating the Consumer of Television: An Interactive Approach.
PUB DATE- 92
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Response; Cartoons; Class Activities; *Critical Viewing; Films; Instructional Materials; Intermediate Grades; Learning Activities; Secondary Education; Soap Operas; Teaching Guides; Teaching Methods; Television; Television Commercials; *Television Viewing
IDENTIFIERS- Audience Education; Television News

Incorporating skills and procedures which students can use in evidence supporting the effectiveness of tutoring and examines the cognitive and social reasons for its superiority over group instruction, particularly for at-risk students. Chapter 2 examines the effectiveness of peer tutoring, with a focus on benefits to each party and potential problems. The components of a successful tutoring program--objectives, resources, and implementation details--are summarized in the third chapter. Chapter 4 describes two first-grade programs that use certified teachers as tutors--the Reading Recovery Program and Success for All. Programs described in chapter 5--structured tutoring, programmed tutorial reading, Project Success, and Help One Student to Succeed (HOSTS)--can be implemented using alternative sources for tutors including paraprofessionals, adult volunteers, and students. The sixth chapter describes three peer and cross-age tutoring programs. The final chapter summarizes factors that school districts should consider in planning and implementing a tutoring program. The appendix provides contact information for programs described in chapters 4-6. (Contains 65 references.) (LMI)

ED 353 643 EA 024 559

Outcome-Based Education Pilot Program: Guidelines for Developing Plans, 1993-94 to 1996-97.
PUB DATE- 5 Nov 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Educational Assessment; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Guidelines; *Public Schools; *Specifications; *State Programs; Statewide Planning
IDENTIFIERS- *Outcome Based Education

Guidelines for North Carolina public schools that are interested in developing and submitting plans for outcome-based education (OBE) pilot programs for the years 1993-94 and 1996-97 are offered in this document. The OBE program is based on the premise that all students can learn and focuses on the expectations for achievement necessary for students to function successfully after public school education. Following a message from the state superintendent, the relationship between OBE pilot programs and the performance-based accountability program (B-PAP) is described. Information on assistance resources, plan submission, and the review process is also provided. The majority of the document offers guidelines for plan development. Individual sections provide information on the following areas: (1) basic components and information to be included in the OBE plan; (2) the OBE criteria and related legislation; (3) how to develop an OBE evaluation plan; (4) how to complete requests for waivers; (5) how to develop timelines; and (6) how to develop the budget. Appendices contain a criteria checklist, an OBE legislative requirements checklist, forms, authorizing legislation for 1991 and 1992, and draft state exit outcomes. (LMI)

ED 353 644 EA 024 560

Altbach, Philip G., Ed.; And Others
Textbooks in American Society: Politics, Policy, and Pedagogy.
PUB DATE- 91

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Responsibility; *Cooperative Programs; *Corporate Support; Educational Innovation; Elementary Secondary Education; Private Financial Support; Private Sector; *School Business Relationship; *School Restructuring

This booklet examines the role of business in school restructuring and the types of precollege activities in which business is currently engaged. Chapter 1 briefly discusses what restructuring means including its salient features and general method of operation. The second chapter looks at why restructuring is so difficult, and identifies two challenges faced by business in school restructuring--to develop a consensus for change, and to create a stable environment that encourages system changes. Chapter 3 identifies the characteristics of restructured schools and examines the changing roles and relationships involved. Chapter 4, by far the longest in the booklet, offers examples of programs that are designed to achieve the following outcomes: increased student learning; extended teacher capacity; innovative school systems; and effective measurement of academic success. The final chapter offers suggestions to help business leaders choose entry points into feasible education support programs that are consonant with their corporation's interests and resources. Guidelines are also provided for implementing and managing the projects they fund. The appendices contain a business plan for education support and a list of resource organizations. (Contains 14 references.) (LMI)

ED 353 662 EA 024 595

Bauer, Norman J.
A New Compact for Learning: Reifying Technocratic Rationality in New York State.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the New York State Foundations of Education Association (Troy, NY, April 10-11, 1992). For related documents, see ED 333 572, ED 336 824, and ED 344 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conservatism; *Educational Policy; Elementary Secondary Education; Intellectual Freedom; *Policy Formation; *Politics of Education; Power Structure; Public Schools; *Statewide Planning
IDENTIFIERS- *New York

This paper argues that a conservative, illusory, and technocratic rationality pervades recent educational policymaking in New York State. A document called "A New Compact for Learning," published by the State Education Department in March 1991, is analyzed to show that technocratic rationality, a functionalist theory of educational policymaking and implementation, permeates the state's school improvement effort. Two interdependent components of the New Compact are categorized--the Global, or macro, and the Village, or micro component. The Global component is examined in terms of regents and economics; the Village in terms of shared purpose, teacher education, assessment, and choice. A discussion of the subcomponents attempts to demonstrate how the New Compact will very likely reify technocratic rationality both at the policymaking and

Elementary Secondary Education; *Excellence in Education; Outcomes of Education; *Program Implementation; *School Effectiveness

Twelve case studies of school improvement are presented in this monograph. The effective schools model is based on the assumption that all students can learn; focuses on the school building organization as the unit of change; and is driven by the school-based management process. Reports submitted by 11 school districts and 1 educational resource center in response to a request from the National Center for Effective Schools Research and Development were analyzed with regard to the development of a school mission and a comprehensive school effectiveness plan. Two criteria for measuring effectiveness included equity and equality. Several lessons were learned: (1) there is no formula for success; (2) success occurs in a variety of organizational settings; (3) the findings indicated outcome evidence for school improvement; (4) central office support is important for success; (5) personnel evaluation systems must be aligned with program values; (6) teacher improvement needs a clearly defined mission, time, and resources; (7) school improvement is a complex and ongoing process; and (8) the effective schools process works best when schools and districts disaggregate and display their student performance data. The case studies illustrate common practices, describe the more pervasive barriers and opportunities encountered, and show that shared decision-making in a collaborative enterprise leads to improved staff and student morale. A glossary and appendix containing correspondence, an outline for submitting improvement plans, and a list of performance indicators are included. (LMI)

ED 353 683 EA 024 627

George, Paul S.; Rubin, Kim
Tracking and Ability Grouping in Florida: Educator's Perceptions.
PUB DATE- 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Ability Grouping; *Administrator Attitudes; Elementary Secondary Education; Equal Education; General Education; Heterogeneous Grouping; *School Effectiveness; *Student Placement; Surveys; *Teacher Attitudes; *Track System (Education)
IDENTIFIERS- *Florida

Florida educators, parents, and school board members are intensely debating the issue of tracking and ability grouping. After summarizing recent research affirming the deleterious effects of ability grouping, this report describes a survey of 600 Florida educators regarding their perceptions of this practice and their beliefs about its effectiveness and efficacy. The stratified random sample was equally divided among teachers, school principals, and central office supervisors and represented the state geographically, socioeconomically, and educationally (by levels). The survey, which had a 49 percent response rate (n=293), was divided into four parts: student characteristics; district or school grouping practices; respondent's perspectives on homogeneous and heterogeneous grouping; and additional aspects of grouping practices in the respondent's school or district. The results suggest that students in Florida's public schools experience a

DESCRIPTORS- *Aging in Academia; *Early Retirement; Elementary School Teachers; Elementary Secondary Education; Federal State Relationship; *Public School Teachers; *Retirement Benefits; Secondary School Teachers; State School District Relationship; *Teacher Retirement

Higher salaries and improved working conditions have combined to make teaching a more attractive profession and to reduce teacher turnover rates. At the same time, however, the teaching work force has aged and faces problems in retirement programs. All levels of government should work with interested groups to find solutions to six major problems associated with retirement programs: financial inviability, conflicting state and federal policies, lack of portability of plans, inflexibility, lack of participant control, and inequity between districts. One national and 50 state commissions, which would include all interested parties, should be formed to find solutions to the problems of teacher retirement policies. In many states, high ratios of retired to working teachers threaten the viability of pension funds. Also, some states have shifted more of the financial burden for pension plans to teachers. Many school boards have used early retirement incentives to save money and give teachers more flexibility. However, these efforts often conflict with state policies designed to promote teacher longevity. A national survey should examine this state-local conflict and the negative aspects of early retirement programs. A nationwide 5-year vesting period, greater flexibility, and more individual control are possible solutions to problems in teacher retirement systems. (Contains 16 references.) (JPT)

ED 353 704 EC 301 735

Clifford, Richard M.; And Others
Financing Part H Services: A State Level View.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Oct 92
NOTE- 10p.; For a related paper, see EC 301 736.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; *Federal Aid; Federal Legislation; Federal Programs; *Financial Support; Infants; National Surveys; Preschool Education; Resource Allocation; Services; *State Aid; State Programs; Young Children
IDENTIFIERS- *Individuals with Disabilities Education Act Part H; *Medicaid

A survey of the states was conducted, focusing on coordination of services and financing for Part H of the Individuals with Disabilities Education Act. On average, states reported using some 21 different sources to support the service delivery system, with each of the 44 funding sources listed being used by at least one state for at least 1 percent of the Part H financing package. Other findings indicated that gaining access to Medicaid funds consumes much time and human resources at the state level. Some 25 percent of states reported that Medicaid is not used at all. Other federal programs used in financing services included the Chapter 1/Handicapped program, Maternal and Child Health Block Grant program, and the Women, Infants, and Children program. More than half the total financing appears to be from federal funds. At the state level, Mental Retardation and Developmental Disabilities programs are used most heavily. State resources are estimated to contribute one

Special Education; State Legislation; *State Standards; Student Evaluation; *Student Placement; Student Records; Student Rights
IDENTIFIERS- *Individualized Family Service Plans; Individuals with Disabilities Education Act; Oregon

This document comprises forms (and directions for their use) used in Oregon which meet the state regulations for Early Childhood Special Education (ECSE) as well as the federal Individuals with Disabilities Education Act (IDEA). Forms are identified as either required or optional and are presented in a two-page format, with one page identifying the form, explaining its purposes, and providing directions for completing it and the other page containing a copy of the form. A flow chart shows the procedural process from referral to implementation and periodic review, with the forms required at each step identified. Forms include: referral for early childhood special education evaluation; prior notice and consent for initial evaluation; statements of eligibility (for early childhood special education, visual impairment, hearing impairment, speech/language impairment, orthopedic impairment, learning disability, serious emotional disturbance, mental retardation, autism, deaf/blind, other health impairment, and traumatic brain injury); physician's statement; prior notice and consent for initial placement in early childhood special education; notice of Individual Family Service Plan meeting; Individual Family Service Plan; notice of placement meeting; placement/service determination; prior notice of reevaluation and/or consent for intelligence or personality testing; prior notice of proposal or refusal to initiate a change; permission to obtain and release information; program/school officials having access to student records; and record of request for or disclosure of student records. Appendixes address parent rights in ECSE and provide photocopy-ready forms. (DB)

ED 353 725 EC 301 756

Allen, Diana
Evaluation of Young Children for Early Intervention and Early Childhood Special Education.
PUB DATE- Nov 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Decision Making; *Disabilities; *Early Intervention; *Eligibility; Evaluation Methods; Preschool Education; *Special Education; State Legislation; *Student Evaluation; Student Placement
IDENTIFIERS- *Individualized Family Service Plans; *Oregon

This technical assistance document provides guidelines for child assessment and eligibility determination for early intervention and early childhood special education programs in Oregon. An overview of the assessment process explains screening, eligibility evaluation, and assessment for the Individual Family Service Plan (IFSP). Legal requirements for determining eligibility under state law are then presented. Recommendations for assessment practices cover: examiner characteristics, gathering multiple sources of information, parent involvement, testing efficiency and sequence, adapting standardized assessments, and informed clinical opinion. Recommendations for planning an assessment address selection of an assessment vignettes illustrate reconciling student activities with valued outcomes. Sample alternate portfolio products for students in grades 4, 8, and 12 are listed. A brief glossary is supplied, followed by sample protocols for documenting performance and for developing student activity schedules and resumes. (DB)

ED 353 743   EC 301 776

Tragash, Jennifer Reeves
Teaching Difficult Learners Science: Hands-On Experiments. Monograph #17.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- May 87
NOTE- 96p.; A Product of the Multidisciplinary Diagnostic and Training Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Problems; Biological Sciences; Class Activities; Earth Science; Elementary Education; Elementary School Science; Learning Activities; *Learning Problems; Lesson Plans; Physical Sciences; *Science Activities; *Science Experiments; *Science Instruction; Scientific Attitudes; Scientific Methodology; Student Educational Objectives; Student Interests; Thinking Skills
IDENTIFIERS- *Hands on Science Activities

This guide is intended for use as a supplemental science teaching aid with students having diverse medical, learning, and/or behavioral problems in either self-contained or regular elementary classes. Its purpose is to teach observation skills and the scientific method, to stimulate thinking, and to increase interest in science and related academic areas. The 29 specific activities presented in the guide are grouped into sections addressing physical, earth, and life sciences respectively. Each section provides a general description of a specific area of science; lists objectives, activities, materials, and vocabularies; and provides supplemental activity ideas. Listed for each activity are the objectives, materials needed, activity steps, and discussion ideas. Also provided are general suggestions about behavioral management, testing and grading, and scheduling and lesson plans. Appendices include: a list of science objectives; safety rules; materials; steps of the scientific method; a description of the language experience approach; a summary of behavior management techniques; sample success notices (for reproduction); a sample contingency contract between student and teacher; and a listing of five teaching resources. (DB)

ED 353 744   EC 301 777

Peterson, Susan K.; And Others
Comparing the Concrete to Abstract Teaching Sequence to Abstract Instruction for Initial Place Value Skills. Monograph #19.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Dec 87
NOTE- 33p.; A Product of the Multidisciplinary Diagnostic and Training Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Arithmetic; Concept Formation; Educational Principles; Elementary Education; *Elementary School Students; Generalization; *Instructional Design;

activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module provides participants with five goals: (1) state the definition and understand the purpose of an IEP; (2) understand state and federal regulations in regard to the IEP; (3) recognize that the IEP is one component of a comprehensive service delivery system; (4) recognize the importance of an integrated IEP; and (5) understand various IEP formats appropriate for young children with disabilities. (Contains 25 references.) (DB)

ED 353 759   EC 301 793

Bunsen, Teresa D., Ed.; And Others
Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992).
PUB DATE- 92
NOTE- 224p.; For individual papers, see EC 301 794-803.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Alcohol Abuse; Congenital Impairments; *Disabilities; *Drug Abuse; Educational Needs; Educational Practices; Educational Trends; Elementary Secondary Education; Futures (of Society); *Prenatal Influences; Preschool Education; *Special Education; Substance Abuse; *Teacher Education; *Trend Analysis

This compilation of papers resulted from a forum which included professionals from higher education, special education, personnel training, medicine, and related services. The forum attempted to identify current trends in education of children and youth with disabilities and to link these trends to the training of personnel. Topics, originally identified from federal grant applications, fell into two categories: first, school-based practices and second, needs of children and youth affected by drugs and alcohol. Outcomes of discussion on these topics resulted in the following papers: "Focus on Special Education: Yesterday, Today, and Tomorrow" (James Tucker); "A Look at School-Based Practices from the Local Perspective: Decisions Among Friends vs. The Weenie Factor" (Ned S. Levine); "In-Service Training: School-Based Practice" (M. R. Bryan); "The School as the Center of Educational Reform: Implications of School-Based Practice for Research" (Linda A. Patriarca and Patricia Thomas Cegelka); "Developing Teacher Researchers: Preservice and Inservice Considerations" (Mark A. Koorland); "Philosophy, Differences, and Education" (Diane Baumgart); "A Consultant's Use of Qualitative Methods in Implementing Systems Change: A Snapshot of a Ridgeview High School Program in Special Education" (Diane Baumgart); "Issues in Certification Needs" (Philip R. Jones et al.); "Interventions for Infants Born Affected by Drugs and Alcohol" (Marilyn Krajicek); "Examination of Issues Related to Inservice Programming for Personnel Working with Children Who Are Prenatally Exposed to Drugs and Alcohol" (Lyndal M. Bullock et al.); and "Perspectives on Research in Alcohol and Drug Abuse as It Relates to Special Education and Personnel Preparation" (Robert E. Crow). (DB)

ED 353 760   EC 301 794

Tucker, James A.
Focus on Special Education: Yesterday, Today, and Tomorrow.
PUB DATE- 92
NOTE- 38p.; In: Bunsen, Teresa D., Ed., And Others. Forum on

communicative and cultural competence are then defined and their teachability and interrelationship are investigated. It is concluded that, contrary to conventional wisdom, knowledge of a language and culture, and sometimes even mastery of specific behaviors, does not necessarily lead to well-functioning communication. In addition, sometimes lack of mastery of an affective cultural component and very often lack of metacommunicative and metacultural awareness may even prevent people from using their linguistic or cultural knowledge and behaving appropriately, either linguistically or culturally. A 14-item bibliography is included. (MSE)

ED 353 779 FL 020 197

Bibliographie Moderner Fremdsprachenunterricht, 1990
(Bibliography of Modern Language Instruction, 1990).
PUB DATE- 90
NOTE- 468p.
LANGUAGE- German
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; English; Foreign Countries; French; German; Linguistic Theory; *Modern Languages; Russian; *Second Language Instruction

This document consists of the four issues of a serialized annotated bibliography on the teaching of modern languages published during 1990. The bibliographies are published quarterly by a German information dissemination system similar to ERIC and list items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics and a number of other similar institutions around the world. Entries include mostly German, French, English, and Russian titles. The bibliographies are made up of three main sections, Including: (1) an alphabetical author/title listing with bibliographic citations and subject index terms; (2) abstracts in German; and (3) a subject index developed from the descriptor terms assigned to each entry. Lists of sources (periodicals, publishers, and institutions) are cited, and a cross-reference index is included. (VWL)

ED 353 780 FL 020 251

Lynch, Tony, Ed.
Edinburgh Working Papers in Applied Linguistics, Number 2.
PUB DATE- 91
NOTE- 151p.; For individual papers, see FL 020 252-262.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Applied Linguistics; Bilingualism; Discourse Analysis; *English (Second Language); Foreign Countries; French; Higher Education; *Interlanguage; Italian; *Language Research; Language Variation; Medical Research; Readability; Scholarly Journals; Second Language Instruction; Spanish; Uncommonly Taught Languages; Verbs
IDENTIFIERS- Conditionals; Kenya; Malta; Maltese

A yearly cross-section of current work in Edinburgh University's Department of Applied Linguistics is offered with the aim of eliciting reactions and criticism. Papers in this compilation are: "Discursive Aspects of Metafiction: A Neo-Oral Aura?"; "The Reaction of Learners to Tape-Based Listening Comprehension Materials in French, Spanish and Italian 'Community Classes'"; "Interlanguage Lexis: An Investigation of Verb Choice"; "An

020 572.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- American Indian Languages; *Morphology (Languages); *Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Proto Algonquian

Proto-Algonquian had six or seven orders (morphological types) of verbs. The potential order had three modes, the subordinative two, and by one interpretation, the conjunct had four. By another, all conjuncts are participles in the protolanguage. Evidentials include an attestive suppositive dubitative, and perhaps a recollective. Only a few obviative and inanimate subject endings are as yet distinguished from animate proximate ones, but indefinite subject endings are much better distinguished from definites in the protolanguage than in its daughters. (Contains 70 references.) (Author)

ED 353 807 FL 020 579

de Reuse, Willem J.
A Supplementary Bibliography of Lakota Language and Linguistics (1887-1990).
PUB DATE- 90
NOTE- 21p.; For serial issue in which this paper appears, see FL 020 572.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Journal Articles (080)
DESCRIPTORS- American Indian Languages; *Language Research; *Linguistics; Uncommonly Taught Languages
IDENTIFIERS- *Lakota (Language)

This is an attempt at a comprehensive bibliography of materials relevant to the Lakota (Teton Dakota or Teton Sioux) language, with comments for most items. It covers the period 1887-1990, and is intended to supplement an earlier bibliography (One Hundred Years of Lakota Linguistics (1887-1987)), published in "Kansas Working Papers in Linguistics, Vol. 12, 1987, pp. 13-42. The present bibliography contains approximately 110 entries. (Author)

ED 353 808 FL 020 795

Westphal, German F., Ed.; And Others
ESCOL '91. Proceedings of the Eastern States Conference on Linguistics (8th, Baltimore, MD, October 11-13, 1991).
PUB DATE- 92
NOTE- 415p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Languages; Dutch; English; Foreign Countries; Grammar; Italian; Korean; Language Classification; Language Research; Latin; *Linguistics; *Linguistic Theory; Morphology (Languages); Regional Dialects; Sanskrit; Singhalese; Slavic Languages; Syntax; *Uncommonly Taught Languages
IDENTIFIERS- Huave; Icelandic; Mohawk

Papers delivered at the conference on linguistics include: "On the Metrical Unity of Latinate Affixes"; "Epistemic Small Clauses and Null Subjects"; "Scrambling as Non-Operator A'-

Walczynski, Waldemar
Reading Authentic Polish, Volume II.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 321p.; For Volume I, see ED 339 217; for related document, see FL 020 930. Newspaper clippings will not copy well.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Courses; Communications; Conservation (Environment); Cultural Context; Education; Food; Housing; Industry; Newspapers; Periodicals; *Polish; Politics; *Reading Comprehension; *Reading Instruction; Reading Strategies; Recreational Activities; Second Language Learning; Transportation; *Uncommonly Taught Languages
IDENTIFIERS- *Authentic Materials

The second volume on reading authentic Polish is the continuation of a supplementary textbook to be used either in the classroom or in independent study. The materials included in it are unaltered authentic texts from Polish newspapers, magazines, and other mass media that provide exposure to the context and format of everyday reading matter. The varied readings, exercises, and suggestions on developing and using reading strategies are intended to help Americans become more skillful in reading Polish. The textbook consists of 20 units in 2 groups, for advanced and advanced-plus proficiency levels on the American Council of the Teaching of Foreign Languages scale. Each unit and accompanying exercises focus on one topic. Topics include: transportation; food; housing; health; commerce; communications; entertainment; education; politics; and environmental conservation. An introductory section discusses the process of reading and describes common reading strategies to be emphasized in the materials. Each unit consists of a series of texts with comprehension exercises. Most texts are photocopies and some have photographs. Answer keys to the exercises, a list of references for each unit, and a list of copyrights for texts are appended. (MSE)

ED 353 829 FL 020 927

Ismatulla, Khayrulla; Clark, Larry
Uzbek: Language Competencies for Peace Corps Volunteers in Uzbekistan.
PUB DATE- Jul 92
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; Classroom Communication; Competency Based Education; Cultural Context; Cultural Traits; *Daily Living Skills; Dialogs (Language); Family Life; Food; Foreign Countries; Government (Administrative Body); *Grammar; Independent Study; *Intercultural Communication; Job Skills; Monetary Systems; Non Roman Scripts; Phonology; *Pronunciation; Public Agencies; Transportation; *Uncommonly Taught Languages; *Uzbek; Vocabulary Development; Volunteer Training
IDENTIFIERS- Peace Corps; *Uzbekistan

This text is designed for classroom and self-study of Uzbek by Peace Corps volunteers training to serve in Uzbekistan. It consists of language and culture lessons on 11 topics: personal describes development of the materials and instructional equipment and supplies and facilities requirements, and learner entry behaviors and characteristics. Instructional plans are provided for 27 units. Components of each unit include the following: cluster name/number; unit name/number; learning domain; learning environment; instructional strategy; length in hours; unit description; unit objectives; and list of available materials. Unit topics are as follows: basic plant operations; basic operator responsibilities; safety procedures; environmental safety; applied mathematics; applied physics; process chemistry; applied communication; electrical fundamentals; reading diagrams and prints; computer fundamentals; furnace operations; instrumentation; water treatment; boiler operations; refrigeration; distillation; pumps; cooling towers; turbines; drive train equipment; materials handling; valves; heat exchangers; compressors; piping systems; and hand tools. Appendixes contain listings of learning domains, learning environments, and instructional strategies and a 16-item bibliography. (YLB)

ED 353 372 CE 062 736

Cofer-Henderson, Karen
Career Advancement through Short-Term Training Project (CAST). Final Report.
SPONS. AGENCY- Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Research Div.
PUB DATE- 30 Jun 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Career Guidance; *Career Planning; *Competency Based Education; *Guidance Programs; *Minicourses; Program Development; Program Implementation; Publicity; Vocational Training Centers

The Career Advancement through Short-term Training (CAST) project offered comprehensive career guidance and counseling to those persons needing to upgrade technical skills, those needing flexible training schedules, those moving into new careers, and those needing prerequisite training. Materials and products were developed to implement a competency-based career guidance program for short-term adult education students. A career guidance counselor was employed and worked under flexible hours to meet students' scheduling needs. A public information plan promoting CAST project services and activities was developed and implemented. Approximately 186 persons requested and received services through the CAST program. (The seven-page report is followed by these appendixes: announcement of availability of career guidance services; public information materials, including flyer, brochure, and advertisements; CAST referral and follow-up forms; career assessment form; skills assessment form; and list of materials and products developed.) (YLB)

ED 353 373 CE 062 749

City Works. Modules One-Five.
PUB DATE- 91
NOTE- 129p.; Module Four was merged with Module Five by the developers.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Eastern Europe. Several points for further discussion are offered. (CML)

ED 353 391   CE 062 798

Literacy Initiatives for Families of Deaf Parents with Hearing Children.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 101p.; For a related document, see CE 062 799.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Communication Skills; *Deafness; Instructional Materials; *Language Acquisition; Language Research; Literacy Education; Material Development; *Parent Education; *Parenting Skills; *Parent Role; Parent Workshops; Sign Language; Skill Development; Young Children
IDENTIFIERS- 353 Project; *Family Literacy

A project documented and addressed the literacy needs of families of deaf parents with young hearing children (DP/HC). The project combined family literacy training and materials development with exploration of research questions relating to interaction patterns and verbal development. Six half-day literacy training sessions were held for 11 DP/HC families in Allegheny County, Pennsylvania, who were recruited through contacts with various associations, schools for the deaf, and local hospitals. The sessions focused on the topics of behavior management, language and speech development, public school law, emergency pointers, and nutrition. They also included panel discussions with deaf parents of older hearing children and with hearing children of deaf parents. Results of the project included the following: the participating DP/HC families received information and improved their literacy skills; a set of seven instructional brochures were produced for nationwide distribution; a family literacy library with materials specifically for deaf parents of hearing children was created; and the English language development of hearing children of deaf parents was documented, showing normal language development in most cases. (Contains 31 references.) (KC)

ED 353 392   CE 062 799

TIPS (Toward Improved Parenting Skills) for Deaf Parents with Hearing Children.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 62p.; For a related document, see CE 062 798.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Communication Skills; *Deafness; *Language Acquisition; Literacy Education; Nutrition; Pamphlets; *Parent Education; *Parenting Skills; *Parent Role; Parent School Relationship; Safety; Self Esteem; Sign Language; Skill Development; Young Children
IDENTIFIERS- 353 Project; *Family Literacy

This packet contains seven brochures developed during a project on literacy education and parenting skills for deaf parents of young hearing children (DP/HC). The topics of the brochures are as follows: behavior management, self-esteem, speech and learning, partnerships and participation, and success. (Contains 105 references.) (YLB)

ED 353 410 CE 062 819

Miller, Michael T.; Johnson, Gerald E.
Research Priorities for Research and Development: Articulating Areas for Increased Investigative Attention.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Delphi Technique; Educational Objectives; *Information Needs; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Research and Development; *Research Needs; Secondary Education; *Vocational Education; Vocational Followup
IDENTIFIERS- *Nebraska

A study was conducted to identify key long-term research areas for Nebraska's vocational education community. The Delphi survey technique was used with 22 Department of Education personnel, 18 of whom completed both rounds of the study. A 1-5 Likert rating scale was used to identify 23 research topics, which were thematically clustered into the following general areas for continued investigation: (1) programmatic issues, such as barriers to integration of vocational and academic education and apprenticeship linkages; (2) student-centered issues, such as impact of vocational student organization and vocational and academic education graduate follow-ups; (3) vocational education effectiveness and accountability, such as job-ready effectiveness of secondary vocational education (the most widely agreed-upon area in need of research attention) and accountability systems and models for vocational education; and (4) economics and economic development, such as education's impact on the economic base of Nebraska and education and industry partnerships in training employees. It was concluded that primary attention for research must focus on the procedures for delivery and outcomes of vocational education programs. (CML)

ED 353 411 CE 062 821

Vocational Education. Ohio Comprehensive Annual Performance Report, FY 92.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 386p.; Some charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Accountability; Adult Education; Educational Administration; Enrollment; *Government School Relationship; Postsecondary Education; Program Development; Secondary Education; Standards; State Departments of Education; State Federal Aid; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Ohio

This report describes the progress Ohio made during fiscal year 1992 in achieving the objectives outlined in the State Plan for the Administration of Vocational Education in Ohio and the Carl D. Perkins Vocational and Applied Technology Education Act. The a time in which one makes choices with a degree of maturity and wisdom and assumes responsibility for one's life and actions. This theory proposes that choices are shaped by messages from both the exterior objective world and the interior life. A person makes choices during this interplay between the values within the interior life and the messages from the exterior world. This interplay, or clash of values and messages, may be acute during a developmental phase or transition in life. This experience can be, and often is, the trigger or motivation for learning. Over time, adults can either expand their life space, limit their life space, or retrogress as they live in a state of conditional freedom. (Contains 66 references.) (Author/YLB)

ED 353 429   CE 062 850

Reese, Hayne W.; And Others
Incidental and Intentional Memory in Adulthood and Old Age.
PUB DATE- Jul 89
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Age Differences; Cross Sectional Studies; Encoding (Psychology); *Memorization; *Memory; Metacognition; *Recall (Psychology); *Retention (Psychology); Rote Learning; *Serial Learning; Verbal Learning

A cross-sectional study that investigated memory variables in 100 subjects in 4 age ranges (17-22, 40-50, 60-70, and 75-99) found that the 60-70 year olds were more impaired with respect to retrieval than storage and the major problem with memory among the 75-99 year olds was retrieval from short- or long-term memory. Because the study was cross-sectional, differences among the age groups do not necessarily reflect changes with age. Memory tasks in the study included the following: free recall, serial recall, delayed serial recall, and judgment of relative frequency of words, labels, digits, and events. Research participants were tested individually in two sessions in the participants' own homes or in a central location such as a testing room in a senior center, civic center, school, or motel. Each session included 12 tests. Factor analyses of variables were run separately for each age group. The principal components method was used, with varimax rotation, computed separately for each age group with the sexes combined. The first four factors accounted for about half the variance in each age group. The effects of age and sex on memory were assessed by using age group and sex as sources of variance in analyses of variance, with t-tests following up significant overall effects. (CML)

ED 353 430   CE 062 852

Bateman, Peter; And Others
Demonstrating Cooperation: Lessons from Federally-Funded Projects in Vocational Education. Final Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 362p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); *Demonstration Programs; *Disadvantaged; Employment Programs; *Federal Programs; *Job Training; *Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; Technological Advancement;

ED 353 447 CE 062 886

Zemsky, Robert; Oedel, Penney
The Challenge: To Develop State Policies that Promote Long-Term Investments in a Skilled Workforce.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; Dislocated Workers; *Economic Development; *Job Training; *Labor Force Development; *Organizational Change; *Policy Formation; Public Policy; *State Programs; Technological Advancement; Training Allowances
IDENTIFIERS- *Educational Brokerage; Prairie State 2000

Prairie State 2000 began as an Illinois initiative to guarantee dislocated workers access to training funds from a pool of employer and employee contributions. Although its rationale was sound and the need was great, it was beset with a number of difficulties: there was no real market for the training, its grants and loans were not worth the cost of the paperwork involved, and companies and workers were seeking short-term relief instead of the long-term investment training represents. The lessons of Illinois' experience for other states include the following: (1) worker training cannot revitalize the economy without business modernization; (2) firms that are unwilling to upgrade production technologies and management methods are not ready to train; and (3) training policies that work well in one state rarely meet other states' needs. The following actions are suggested for policymakers: stimulate training demand by facilitating transition to new business strategies; offer companies information, expertise, and cost-sharing plans; broker the supply of educational services by matching firms and workers with local educational providers; and promote cooperative problem solving rather than relying on traditional coercive political strategies. (YLB)

ED 353 448 CE 062 887

Feldman, Lloyd
Building a Workforce Investment System for America.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- May 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Responsibility; Cooperative Programs; Delivery Systems; Educational Needs; *Education Work Relationship; Federal Programs; *Futures (of Society); Institutional Cooperation; *Job Training; *Labor Force Development; Labor Needs; Models; Postsecondary Education; Program Development; *School Business Relationship; State Programs

With the United States' choice for future employment being "high skills or low wages," the challenge to business and industry is to build, in partnership with public agencies, a cohesive management system that would invest in three critical areas of specialists or a part of the responsibility of other professionals, and (3) the extent to which these two group worked together. The country studies served as the basis for the synthesis report for the next stage of CEDEFOP's work in this field. CEDEFOP drew up guidelines for the training of staff in the European dimension of their work. This work started by describing a national basic training onto which continuing training in European aspects of guidance could be built. This framework was in the form of a list of learning objectives with suggestions for content, methods, and media. CEDEFOP work was linked to the PETRA II program, which promotes collaboration in vocational training for young adults. Phase 1 consisted largely of setting up national projects and establishing transnational links within three main national clusters. The CEDEFOP materials were presented at a workshop at the third European Conference on Computers in Careers Guidance. Workshop members recommended development of training materials at the national level that are based on CEDEFOP's learning objectives. (YLB)

ED 353 465   CE 062 935

Douthitt, Frieda; And Others
Success Stories Profiles.
PUB DATE- Jan 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agribusiness; *Agricultural Education; Auto Mechanics; Biographies; Cooperative Education; *Cosmetology; Data Processing; Data Processing Occupations; *Distributive Education; *Drafting; Electrical Occupations; Electromechanical Technology; Electronics; Electronic Technicians; Farm Management; Graduates; Graduate Surveys; Machinists; Marketing; *Office Occupations Education; Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; Secretaries; Shorthand; *Success; Trade and Industrial Education; Vocational Followup; Word Processing
IDENTIFIERS- *Ohio

This packet contains the stories of 20 successful alumni of Ohio's secondary vocational programs and postsecondary technical schools. They have been reproduced as loose-leaf camera-ready art. Suggested uses for these one-page biographies with accompanying photograph include the following: illustrations for use in speeches; reproduction of complete sets for selective distribution; reproduction of individual stories for distribution to target audiences, such as students, parents, teachers, or counselors; and advertisements in local papers paid for by an individual or organization. An index lists the stories alphabetically by vocational program, listing school, student name, and occupation in 1992. These programs are represented: agribusiness; auto mechanics; computer repair; cosmetology; data processing; diversified cooperative training; drafting; electrical trades; electrical engineering/electronics; electricity; electromechanical systems; executive secretary; farm management; machine trades; marketing; and stenography/word processing. (YLB)

ED 353 466   CE 062 936

Merriam, Sharan B.; Clark, M. Carolyn
Lifelines: Patterns of Work, Love, and Learning in Adulthood.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Computer Assisted Manufacturing; *Electromechanical Technology; Electronic Control; *Electronics; High Schools; Mathematical Applications; Postsecondary Education; *Robotics; Science and Society; State Curriculum Guides; Technological Advancement; Trade and Industrial Education
IDENTIFIERS- Idaho

This document consists of teacher's and student's guides for approximately 10 days of instruction that introduces robotics. The teacher's guide contains the following: an introduction; a daily lesson plan outline; a pretest; answers to the pretest and posttest; a list of student competencies; unit objectives and terms; definitions of terms; transparency masters on identifying robot parts and types of robots; information for discussions on end-effectors and on pick and place; information on how to conduct student activities on building a low-cost sorting robotic arm and transporting objects using pneumatic and hydraulic power; questions for class discussions on the social and environmental impact of robots; lesson plans on point-to-point function, continuous path function, and maintenance; a posttest; and 19 references. Contents of the student guide are as follows: (1) module instructions; (2) a list of 27 competencies; (3) a student information sheet that covers defining robotics, terms, related careers, what a robot is, why and how robots developed, types of industrial robots, parts of the robot, and issues surrounding robots; (4) a student review worksheet; (5) information on how to use a programming sheet; (6) information on student activities designed to show students how to determine, for instance, degrees of freedom and the horizontal and vertical reach of the robot arm; and (7) information and student worksheets on robotic coding. (CML)

ED 353 485 CE 062 992

Springer, Pam; Carey, Jean
Intravenous Therapy Instruction for Licensed Practical Nurses. Instructor's Guide.
PUB DATE- Jan 93
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; Behavioral Objectives; *Competency Based Education; Occupational Safety and Health; Postsecondary Education; *Practical Nursing; State Curriculum Guides
IDENTIFIERS- Idaho; *Intravenous Therapy

This Idaho instructor's guide lists tasks and enabling objectives, outlines instruction, and provides handout masters, overhead masters, and tests for intravenous therapy (IV) instruction for licensed practical nurses. Following an introduction and a list of criteria for successful completion of IV therapy courses, the document lists tasks and associated enabling objectives for IV therapy. Next, part I covers instruction for essential responsibilities in intravenous therapy, designed to teach the student to do the following: (1) describe the principles, purposes, and types of IV therapy; (2) administer intravenous solutions, medications, and blood or underrepresented; data revealed an unexpected and conspicuous decline in their membership percentage between 1973 and 1989. (NB)

ED 353 502 CG 024 720

Hamilton, Linda H.; Kella, John J.
Personality and Occupational Stress in Elite Performers.
PUB DATE- 17 Aug 92
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Coping; *Dance; *Fine Arts; Hostility; Music; *Musicians; *Performance; *Personality Traits; Sex Differences; Social Support Groups; *Stress Variables

Performing Arts Psychology has recently emerged as a unique subspecialty comparable to that of Sports Psychology. Attention has been focused on problems common to all performers (e.g., performance anxiety); however, the various stresses within each art form often remain hidden from view. To assess the psychological aspects of different art forms, this study compared two groups of professionals in dance and music. Dancers were members of two national ballet companies and had achieved either soloist or principal status. Musicians were violinists and violists who performed in a variety of solo positions. Performers (N=48) completed demographic information and were then administered measures of personality and occupational stress, strain, and coping. The results revealed that the dancers were less educated than the musicians, a fact that can lead to problems with career transitions. Dancers also experienced greater occupational stress due to conflicting demands from their dance supervisors and unclear professional evaluations. Musicians, who are subjected to an enforced equality between the sexes, reported more interpersonal strain. Negative personality traits (e.g., hostility) were present in both professions, but were highlighted in male performers. The men used fewer rational/cognitive coping skills, had less social support, and reported more symptoms associated with poor health. These data suggest that job-related stress varies according to the art form and that male performers may be less able to cope effectively. (Author/NB)

ED 353 503 CG 024 721

Conway, Terry L.; And Others
Personality, Health Locus of Control, and Health Behavior.
PUB DATE- Aug 92
NOTE- 9p.; Poster presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Health Activities; *Locus of Control; *Military Personnel; *Personality Traits; *Physical Health

Identifying correlates of health behavior is an important step both for understanding and modifying health behavior. This study examined five personality factors (Neuroticism, Extraversion, Openness to Experience, Agreeableness, IDENTIFIERS- *Drug Free Schools; *Virginia

It was requested that the Virginia Crime Commission develop a plan for drug-free schools that could be distributed to Virginia's local education agencies. Meetings were held to examine the key issues relating to developing drug-free environments in the public schools. Four issues were identified as critical to reducing the availability of drugs in schools and to providing assistance to students with substance abuse problems and a total of 10 recommendations were made in these areas. In the area of school drug policies it was recommended that training be offered on the importance of writing drug policies which conform to federal and state laws and local school divisions should appoint expert advisory committees. In the area of search and seizure on school policies it was recommended that school employees receive adequate training in laws pertaining to schools and that local school division officials should meet regularly with local law enforcement officials. In the area of drug-free zones on school properties it was recommended that information be provided on the drug-free zone law as it pertains to schools; and that changes be made in the posting, purchase, and provision of drug-free school signs. In the area of student assistance programs it was recommended that local school divisions should be encouraged to develop student assistance programs and that the Drug Policy Office of the Governor expand its student assistance programs. (ABL)

ED 353 523 CG 024 741

Sheffer, Ethel
The Center for Family Life and the Sunset Park Community.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Nonprofit Organizations; Program Administration; Program Content; *Social Agencies; *Social Services
IDENTIFIERS- *Center for Family Life NY; *New York (Brooklyn)

The Center of Family Life (CFL) is a private nonprofit agency. Since its creation in 1978 CFL has offered a wide range of services to children and families in Sunset Park, a low-income multi-echnic Brooklyn, New York neighborhood. All families with children under age 18 and pregnant women living in the neighborhood are eligible for services free of charge. Services are developed in response to the needs of the families who use the Center. Currently, services include: (1) counseling and group therapy; (2) an infant/toddler/parent program; (3) a neighborhood-based foster care program; (4) an emergency food bank and advocacy center; (5) emergency housing assistance; (6) a thrift shop; (7) child care for school age children and after-school recreation programs; (8) summer day camps; (9) an arts program; and (10) an employment program. The Center was founded and remains under the leadership of Sister Mary Paul and Sister Geraldine, both of whom are clinical social workers. The staff consists of full- and part-time workers, as well as volunteers. The organizing principles of the Center are that individuals must be understood within a cultural and environmental context; the unit of analysis is always the family; and the Center itself exists within a community and must intersect with other local groups and organizations. Over the years, the Center has acquired a reputation as an exemplary family service program. (ABL) instruction given. Students read oceanography essays for approximately 20 minutes per day over the course of a week and a half. At the end of the reading sessions, students took a comprehension posttest. Two weeks later the same posttest was administered to assess retention effects. Results indicate a significant interaction effect for time of measurement by treatment. Univariate follow-up tests indicated that the collection group significantly outscored the comparison group on the immediate posttest. There were no significant differences among the groups at the delayed posttest. A follow-up study done with sixth graders (to assess the impact of the effect of a crude drawing in the text read by one group) attained similar results. (One table and one figure of data are included.) (Author/RS)

ED 353 543 CS 011 144

Simons, Herbert D.
The Effect of Repeated Reading of Predictable Texts on Word Recognition and Decoding: A Descriptive Study of Six First Grade Students.
PUB DATE- Dec 92
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decoding (Reading); Elementary School Students; Grade 1; Primary Education; Reading Research; *Sight Vocabulary; Urban Education; *Word Recognition
IDENTIFIERS- Predictable Books; *Repeated Readings; Text Factors

This study sought to add to the evidence on predictable texts by asking two questions: (1) What type of reading do predictable texts produce? and (2) How do predictable texts influence sight vocabulary acquisition and decoding? Subjects, six black male students selected from a first-grade classroom in an urban setting, had minimal or no sight vocabulary. Subjects (in two groups of three) were pulled out of their regular classroom reading lesson twice a week from mid-October to mid-April for a total of 30 sessions. Sections were 20-25 minutes long and consisted of each subject reading orally the same complete predictable story, followed by word recognition activities. Data included scores on word recognition, pseudoword decoding, and standardized tests. Results indicated that: (1) an extremely high proportion of the miscues were contextually appropriate; (2) using a 90% criterion, three subjects failed by a substantial amount to learn to recognize the words presented in the texts; and (3) decoding as measured by a pseudoword test showed a similar pattern--three of the students showed an almost total lack of decoding skills. Findings suggest the existence of large individual differences in decoding and word recognition which seem to be related to sensitivity to the code. (One table of data is included; 20 references are attached.) (RS)

ED 353 544 CS 011 145

Arroyo, Christine
What Is the Effect of Extensive Use of Computers on the Reading Achievement Scores of Seventh Grade Students?
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Class Activities; *Contracts; *Critical Thinking; *Decision Making Skills; Discussion (Teaching Technique); Elementary School Students; Intermediate Grades; *Persuasive Discourse; *Thinking Skills

Introducing students to the assumptions, values, and complexity involved in implicit and explicit agreements between individuals, this book presents 34 situations which students are asked to examine and then draw conclusions and make decisions based on the information given. The situations presented in the book include agreements, understandings, contracts, deals, warranties, verbal representations, leases, pacts, bargains, and advertising claims. The activities in the book are designed for class discussion by intermediate grade students, with harder problems grouped at the end of the book. (RS)

ED 353 563 CS 011 169

Harnadek, Anita
Do We Have an Understanding? Analyzing Agreements, Book B-1.
PUB DATE- 93
NOTE- 48p.; For Book A-1, see CS 011 168.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Class Activities; *Contracts; *Critical Thinking; *Decision Making Skills; Discussion (Teaching Technique); Junior High Schools; Junior High School Students; *Persuasive Discourse; *Thinking Skills

Introducing students to the assumptions, values, and complexity involved in implicit and explicit agreements between individuals, this book presents 36 situations which students are asked to examine and then draw conclusions and make decisions based on the information given. The situations presented in the book include agreements, understandings, contracts, deals, warranties, verbal representations, leases, pacts, bargains, and advertising claims. The activities in the book are designed for class discussion by junior high school students, with harder problems grouped at the end of the book. (RS)

ED 353 564 CS 011 171

El-Amin, Cassaundra; Richmond, Mark
The Quantitative and Qualitative Analysis of Second Grade Reading Performance Comparing Literature Based and Basal Instruction.
PUB DATE- 12 Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Grade 2; Primary Education; Qualitative Research; *Reading Achievement; *Reading Attitudes; *Research Methodology; Statistical Analysis; *Student Attitudes; *Whole Language Approach
IDENTIFIERS- North Carolina

Two separate research methodologies, quantitative analysis and qualitative analysis, were employed to determine the superficial. Over the past two decades, many models of teaching writing and various trends and theories have come and gone, with teachers still wondering and disagreeing about how best to teach writing. Still, numerous writing programs, labs, computer-based teaching models, and other innovations have dazzled practitioners and greatly improved the teaching of writing. Meanwhile, other more traditional aspects of writing, like asking for a finished "product" and teaching rhetoric, continue to hold sway. In the end, perhaps the most difficult lesson to learn is this: writing teachers cannot teach students "how to write." But perhaps they can help students to overcome their fear of writing and to foster a proper attitude toward writing. (HB)

ED 353 583 CS 213 646

Dagostino, Lorraine
A Model of Components for the Outcomes of Literacy.
PUB DATE- 19 Feb 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL, February 17-22, 1993). "Outcomes of Literacy" page may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Literacy; Models; *Outcomes of Education; Validity
IDENTIFIERS- Alternative Assessment; *Discourse; Educational Issues

The "Context of Discourse" is a major component of a proposed model of the outcomes of literacy. The Context of Discourse is defined by three major components (situation, vantage points, and content and language) and the 10 related outcomes of literacy (including purpose, audience, point of view, disciplinary perspective, and conceptual and theoretical orientation). There are 36 combinations of variables in the model creating different interactions and outcomes. Each category of variable contributes to the focus, frame of reference or substance of discourse. Testing the validity of the model takes several directions: (1) the conceptual definitions need to be validated by establishing interrater agreements that show these components exist; (2) the postulates need to be clearly expressed as testable hypotheses; and (3) an assessment system needs to be developed. The proposed model is one way out of seriously limited and politically narrow views of literacy. Proposing such a different model requires that implications for assessment and development of appropriate measures be considered. (Three figures representing various aspects of the model are included.) (RS)

ED 353 584 CS 213 649

Burroughs, Robert
Breaking the Mold of Literature Instruction: Recent Findings from the National Research Center on Literature Teaching and Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 7p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

strategies aimed at reducing educational failure and providing the nation with a more literate generation, able to cope with new demands on the work force. (A list of 11 research projects and project directors is attached.) (RS)

ED 353 604 CS 213 682

Puccio, P. M.
The Computer-Networked Writing Lab: One Instructor's View. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Basic Writing; *Classroom Environment; *Computer Networks; Higher Education; Teacher Behavior; *Teacher Role; *Teacher Student Relationship; *Writing Laboratories
IDENTIFIERS- *Basic Writers; ERIC Digests; University of Massachusetts Amherst

According to an instructor of basic writing in the Writing Lab at the University of Massachusetts in Amherst, he can teach differently in a computer-networked writing lab than he did in a conventional classroom. Because the room is designed to teach writing and nothing else, it offers a congenial workspace where the teacher can interact with students. Aspects of the computer classroom encourage student independence and define the teacher's role more clearly as an accomplice in their efforts. Students experience a communal ownership of the classroom because the network allows them ready access to all of the texts, theirs and the teacher's, that comprise the course. The computer classroom environment allows the teacher to respond to individual student needs with more flexibility, empathy, and respect. The networked classroom can provide students with a congenial setting where they might learn not only to endure writing but even, on occasion, enjoy it. (RS)

ED 353 605 CS 508 005

Theatre: A Maryland Curricular Framework.
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; *Program Implementation; *Theater Arts
IDENTIFIERS- Drama in Education; *Maryland

This booklet is designed to assist administrators and teachers in planning, developing, and implementing K-12 theater instruction. The materials presented in the booklet are intended to aid local school systems in planning local curricula, developing a local philosophy, defining local goals, evaluating the extent to which the goals are contained in current curricular offerings, identifying needed curricular content, and defining selected theater terms with important many areas of the curriculum, this book, and accompanying "teacher's guide," provides interactive activities that are fun and that help students in grades 4 through 12 become critical viewers of television. The book provides homework activities that turn the normally wasted time watching television into an active learning experience. After an introduction to critical viewing, the book presents separate chapters on critically viewing commercials, game shows, the news, docudramas, television series, soap operas, sports, MTV, cartoons, and movies. A concluding chapter presents activities and questions to help students summarize and remember what they have learned in the book. A glossary of terms used in television and film and a 120-item bibliography are attached. The Teacher's Guide offers a review of the student book's general features, chapter by-chapter teaching suggestions, and additional activities and questions for each chapter of the textbook as well as additional assignments that do not fit into specific chapters. The guide also contains an expanded glossary of television and film terms, a guide to video resources, and a list of addresses of networks and program services. An appendix contains a sample letter to parents describing the intent of the student book; a sample permission slip to obtain parental permission for students to study television programs that they may not typically be permitted to view; a section guiding educators in observing and finding out more about copyright guidelines; and reproducible viewing logs that are used in conjunction with assignments in the student book. (RS)

ED 353 625 CS 508 056

Theus, Kathryn T.; Billingsley, Julie M.
An Analysis of Organizational Change: A Contingency Model of Environmental Influence.
PUB DATE- Nov 92
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Communication Research; Higher Education; Models; *Organizational Change; *Organizational Development; *Organizational Theories
IDENTIFIERS- Organizational Culture

Organizations have unique functions for self-perpetuation over time regardless of mission. This paper addresses factors of organizational environments, as well as structure and design processes, that shape those perpetuation activities. Further, it proposes a contingency model that accounts for possible outcomes of organizational change that include: maintenance, adaptation, transformation, and death. Premised on basic evolutionary theory, this model argues that change outcomes are dependent upon perpetuation activities chosen in response to levels of organizational uncertainty and environmental turbulence. An illustrative case is presented in detail to demonstrate application of the model. An educational policy-making organization in a large university is analyzed in order to identify key factors of its structure and design processes developed in response to its environment over a 5-year period, which resulted in a transformation of the organization to a new form. (Two figures are included and 70 references are attached.) (Author/SR)

NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Politics of Education; Publishing Industry; State Curriculum Guides; *Textbook Content; Textbook Preparation; *Textbook Publication; Textbook Research; *Textbooks; *Textbook Selection; *Textbook Standards

Various perspectives on the highly complex textbook debate are presented in this book, which includes essays by educators, publishers, policymakers, and scholars. Currently, the advocates of higher academic standards, coherence, and quality occupy the strongest position in the debate. Part 1 looks at textbooks from a historical perspective. The following articles are included: "Regulating the Text: The Socio-Historical Roots of State Control," by Michael W. Apple; "The Politics of Textbook Policy: Proposing a Framework," by Kenneth K. Wong and Tom Loveless; "The Determinants of Textbook Content," by Sherry Keith; "The New World of Textbooks: Industry Consolidation and Its Consequences," by Gilbert T. Sewall and Peter Cannon; and "Constitutional Challenges to Textbooks," by Edward J. Larson. Part 2 discusses the role of textbooks in the current educational reform movement and contains the following essays: "Nineteenth Century Policies for Twenty-First Century Practice: The Textbook Reform Dilemma," by Harriet Tyson-Bernstein and Arthur Woodward; "California's Experience with Textbook Improvement," by Bill Honig; "State-Level Textbook Selection Reform: Toward the Recognition of Fundamental Control," by J. Dan Marshall; and "American Textbook Reform: What Can We Learn from the Soviet Experience?", by Howard Mehlinger. The third part considers the textbook industry from the inside and offers the following essays: "From the Ivory Tower to the Bottom Line: An Editor's Perspective on College Textbook Publishing," by Naomi Silverman; and "Textbook Writing and Ideological Management: A Postmodern Approach," by Joel Spring. Part 4 examines issues of legitimacy, control, and the nature of reading texts. Articles include the following: "Basal Reading Textbooks and the Teaching of Literacy," by Allan Luke; and "Basal Readers and the Illusion of Legitimacy," by Patrick Shannon. The final part deals with textbooks in a cooperative and internal framework and offers one article, "The Unchanging Variable: Textbooks in Comparative Perspective," by Philip G. Altbach. Reference notes accompany each article. (LMI)

ED 353 645 EA 024 568

Food Assistance: School Milk Contract Bid-Rigging. Report to the Ranking Minority Member, Committee on Agriculture, House of Representatives.
PUB DATE- Oct 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bids; *Compliance (Legal); *Contracts; Cooperatives; Elementary Secondary Education; Federal Government; *Federal Programs; Federal Regulation; Legal Problems; *Lunch Programs
IDENTIFIERS- *Bid Rigging; *School Milk Contracts

In the late 1980s, the Department of Justice began a campaign of prosecuting dairy companies and individuals associated with these companies for colluding on contract bids to supply milk procedural levels of public schooling throughout New York State. (Contains 28 endnotes.) (LMI)

ED 353 663 EA 024 596

Ries, Edith Dunfee
The Effects of Fact-Finding and Final-Offer Issue-by-Issue Interest Arbitration on Teachers' Wages, Fringe Benefits and Language Provisions: A Comparative Analysis of New Jersey and Connecticut, 1980-1986.
PUB DATE- Jan 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arbitration; *Collective Bargaining; Elementary Secondary Education; Labor Demands; *Negotiation Impasses; State Legislation; Teacher Employment Benefits; Teacher Salaries; *Teacher Strikes; *Teacher Welfare
IDENTIFIERS- *Connecticut; *New Jersey

This paper presents findings of a study that examined the effects of two dispute resolution procedures--fact-finding and compulsory final-offer, issue-by-issue interest arbitration--on teachers' wages, fringe benefits, and language provisions. New Jersey uses fact-finding dispute resolution, in which a recommendation for settlement is submitted to the parties by a neutral third party. Connecticut uses compulsory final-offer, issue-by-issue interest arbitration, which compels a final and binding decision to be rendered by the neutral third party. Methodology involved two phases: (1) analysis of teacher contracts in 50 randomly selected K-12 school districts in Connecticut (n=25) and New Jersey (n=25) for the years 1980-86; and (2) questionnaires sent to each sample district's business administrator, of which 14 (56 percent) were returned from New Jersey and 13 (52 percent) from Connecticut. Findings indicate that teachers who rely on compulsory interest arbitration tend to fare no better than do teachers who rely on fact-finding. Specifically, New Jersey teachers were paid higher wages and realized significantly greater gains in benefits. However, Connecticut teachers had two superior language provisions. Variables accounting for the unexpected findings include arbitrator characteristics and interests, the degree of teacher organization unity statewide, and time requirements. A conclusion is that the loss of power to teachers that results from reliance on neutral third parties may give teacher unions reason to reevaluate their means of dispute resolution. Nineteen tables are included. (Contains 30 references.) (LMI)

ED 353 664 EA 024 597

Best Practices.
PUB DATE- 14 Oct 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Breakfast Programs; Dietetics; Elementary Secondary Education; *Food Standards; *Lunch Programs; *Nutrition; Nutrition Instruction; Program Effectiveness; Special Needs Students
IDENTIFIERS- *School Breakfast Program; *School Lunch Program

The 1992 "Best Practices" award winners for exemplary accomplishments in the National School Lunch and School substantial amount of ability grouping that escalates as they move from elementary grades on through high school. The majority of Florida educators appear to be opposed to ability grouping as currently practiced and supportive of heterogeneous approaches, but are uncertain about the effectiveness of alternatives. Florida educators are also anxious about the resistance they receive from parents of gifted and talented students and from vocal, influential teachers and administrators opposed to heterogeneous grouping. (Contains 51 references.) (MLH)

ED 353 684 EA 024 628

Fuhrman, Susan; McDonnell, Lorraine M.
Meeting Education Policymakers' Information Needs: The Role of the National Organizations.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 29p.; A product of the State Education Policy Consortium project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Information Dissemination; *Information Needs; *National Organizations; *Needs Assessment; Research Utilization

The process by which five national organizations making up the State Education Policy Consortium meet their members' information needs is examined in this paper. The study sought to improve information services to state policymakers and to strengthen national organizations' dissemination capacity. During May through June 1984, interviews were conducted within the following organizations: the Council of Chief State School Officers; the Education Commission of the States; the National Association of State Boards of Education; the National Conference of State Legislatures; and the National Governors' Association. Data were also collected through document analysis, observation, and informal discussions with association staff and their policy constituents. Findings indicate that the needs identification and dissemination activities of the five national associations are generally effective. However, underlying dilemmas about the role of outside funding, the organizations's commitment to original policy analysis, and their national leadership function are reflected in decisions about information services and in constraints on the effectiveness of these services. Conclusions are that the organizations should consider developing more systematic and varied approaches to needs assessment, matching activities more directly to members' core needs, pursuing opportunities for a greater division of labor among the five organizations, and strengthening efforts to match staff expertise with organizational objectives. The appendix offers descriptions of the five national organizations and their support activities. (LMI)

ED 353 685 EA 024 629

Fuhrman, Susan H.
Uniting Producers and Consumers: Challenges in Creating and Utilizing Educational Research and Development. Draft.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 25p.; Paper presented at the International Seminar on

third of the program costs, while nongovernmental sources (private health insurance and voluntary health agencies) support about one tenth of the total cost of Part H services. Most states have elected to postpone fifth year program participation. Five recommendations to state and federal governments are offered. (DB)

ED 353 705 EC 301 736

Gallagher, James J., Ed.; Fullager, Patricia K., Ed.
The Coordination of Health and Other Services for Infants and Toddlers with Disabilities: The Conundrum of Parallel Service Systems. Representation of a Symposium.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 7p.; For a related paper, see EC 301 735.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; Change Strategies; *Child Development; *Delivery Systems; *Disabilities; *Early Intervention; Educational Change; Family Programs; *Health Services; Individualized Programs; Infants; *Integrated Activities; Interdisciplinary Approach; Policy Formation; Preschool Education; State Programs; Toddlers; Young Children
IDENTIFIERS- *Individuals with Disabilities Education Act Part H; Integrated Services

This paper reports on a symposium of experts in child and family development and health care which met to discuss integrated systems of services. The symposium was part of the Carolina Policy Studies Program which is addressing policy implementation of Part H of the Individuals with Disabilities Education Act (IDEA). The paper notes IDEA's limitation to health services that are directly related to education. Recommendations of the policy analysts suggest a future focus on the following areas: (1) rigorous evaluation of the costs and benefits of existing programs; (2) creation of model programs of services for children and families that are based on empirical evidence; (3) full integration of family-centered care into all services; and (4) basing all efforts on the full interrelatedness of child health and child development. The law's inclusion of a variety of change and reform mechanisms is noted, among them family empowerment, multidisciplinary cooperation, and the development of Individual Family Service Plans. (DB)

ED 353 706 EC 301 737

Harbin, Gloria; And Others
Comparison of Infant/Toddler and Preschool Eligibility Policies.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Compliance (Legal); *Disabilities; *Early Intervention; Educational Legislation; Educational Policy; *Eligibility; Federal Legislation; Infants;

battery, location of the assessment, observations in natural settings, and cultural competence in assessment. Child factors (such as visual or hearing impairment) that influence assessment are identified. Guidelines for test administration address examiner qualifications and procedures for learning to administer a new test. Finally, components of the multidisciplinary team report are considered. Appendices include tables comparing screening instruments, lists of instruments for determining eligibility, and lists of instruments for IFSP assessment and progress documentation. Also appended are definitions, the Code of Fair Testing Practices in Education, samples of multidisciplinary team reports, and eight references. (DB)

ED 353 726 EC 301 757

An Examination of Suspension and Expulsion Issues for Students with Disabilities in Iowa.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); Court Litigation; *Disabilities; *Due Process; *Educational Policy; Educational Practices; Elementary Secondary Education; *Expulsion; Federal Legislation; Guidelines; Individualized Education Programs; In School Suspension; State Standards; Student Evaluation; Student Placement; *Suspension
IDENTIFIERS- *Iowa

This paper examines issues relating to suspension and expulsion of students with disabilities in Iowa and presents procedures and best practices which satisfy legal requirements and are based on judicial rulings. The following issues are considered concerning suspension: suspension of a special education student for more than 10 consecutive school days; limits on total accumulation of suspension days in a school year; inclusion of in-school suspension in allowed cumulative totals; Individualized Education Program (IEP) considerations in suspensions; possible negative consequences of suspensions; and alternatives to suspension. Principles of expulsion discussed include due process procedures under the Individuals with Disabilities Education Act; expulsion as a change of placement; requirements of reevaluation; development of an educational program for the expelled student with disabilities; and legal recommendations to avoid expulsion as an option. Best practices identified include: adherence to the required procedural steps for suspension; coordination with the student's IEP team; holding an IEP meeting after the student has been suspended for a total of 5 days; and consultation with the school district's attorney before or during the suspension procedure. (DB)

ED 353 727 EC 301 758

Transporting Students with Disabilities: A Manual for Transportation Supervisors.
PUB DATE- 7 Jul 92
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

*Instructional Effectiveness; Instructional Improvement; Intermediate Grades; Junior High Schools; *Learning Disabilities; Maintenance; Middle Schools; *Number Concepts; Teaching Methods; Validity
IDENTIFIERS- *Concrete Operations; *Middle School Students

This study compared the acquisition of an initial place value skill when presented in a concrete, semiconcrete, abstract teaching sequence to acquisition of the same skill when presented at the abstract level only. The 24 subjects were elementary and middle school students (ages 8-13) with learning disabilities who were randomly assigned to experimental and control groups. A 2x3 mixed design with one between (treatment) and one within (performance over time) group factor was used. A significant main effect for the treatment was found on the acquisition measure, suggesting that the concrete to abstract teaching sequence is more effective than abstract teaching alone for this concept with this population. The use of manipulatives and pictorial representations positively affected skill acquisition, maintenance, and retention, thus supporting at least as much instructional emphasis on concept teaching as on computation skills. No significant difference was found on the generalization measure. Appended are a sample posttest and a sample teaching script for a concrete lesson. (Contains 23 references.) (DB)

ED 353 745 EC 301 778

Hasselbring, Ted S.; And Others
Using Microcomputers for Assessment and Error Analysis. Monograph #23.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- May 89
NOTE- 47p.; A Product of the Multidisciplinary Diagnostic and Training Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Problems; *Computer Assisted Testing; *Computer Managed Instruction; Diagnostic Teaching; Elementary Education; Elementary School Students; Error Patterns; Evaluation Methods; *Learning Problems; *Microcomputers; Scoring; Student Evaluation; Test Scoring Machines

This monograph provides an overview of computer-based assessment and error analysis in the instruction of elementary students with complex medical, learning, and/or behavioral problems. Information on generating and scoring tests using the microcomputer is offered, as are ideas for using computers in the analysis of mathematical strategies and errors of students. Examples of specific computer applications are included. Issues such as interactive assessment, curriculum-based assessment, and artificial intelligence are also considered. The systems save examiner time, reduce scoring errors, and provide teachers with information that would otherwise be difficult to obtain. More advanced systems will be able to guide the teacher through the necessary steps for the analysis of learning problems, test the student directly where appropriate, analyze student performance data, and prescribe appropriate instructional strategies. A glossary of terms concludes the monograph. (Contains 20 references.) (DB)

ED 353 746 EC 301 779

Eddleton, Cindy

Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Compliance (Legal); Costs; *Disabilities; *Educational Needs; *Educational Trends; Elementary Secondary Education; Emotional Disturbances; Futures (of Society); Handicap Identification; Incidence; Individual Differences; Learning Disabilities; Mental Retardation; *Special Education; *Trend Analysis

This paper examines past and present issues in special education and offers proposals toward the goal of providing special assistance to every student who needs it. Examples of past errors include the categorical assumption that disabling conditions can be defined precisely and followed with appropriate services, and the assumption that there is a diagnostic match between the instructional needs of disabled students and the norm-referenced tests used to determine their eligibility. The discussion of present issues focuses on costs and appropriateness of special education services, suggesting that the current excessive costs of special education are largely due to the inappropriate diagnosis of many students as emotionally disturbed, mentally retarded, and learning disabled when they merely need more appropriate instruction from schools that are not structured to tolerate normal student variance. The paper proposes three strategies for the improved mastery of basic skills: motivation, teaching to mastery, and practice for automaticity. Five proposals for future special education include: (1) separating funding from the categorical assumption, (2) changing "special education" to "disabilities education," (3) coordinating legislative mandates, (4) changing paper compliance to an outcomes-based process, and (5) developing a system that is parent-focused, community-based, and collaborative. (DB)

ED 353 761 EC 301 795

Levine, Ned S.
A Look at School-Based Practices from the Local Perspective: Decisions among Friends vs. the Weenie Factor.
PUB DATE- 92
NOTE- 31p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Change Agents; Change Strategies; *Cooperative Planning; *Delivery Systems; *Disabilities; Educational Planning; Elementary Education; Group Dynamics; Institutional Autonomy; *Leadership; Models; *Participative Decision Making; Preschool Education; Principals; *School Based Management

The principal of a pre-K to grade 5 school in Arizona talks of ways to create responsive programs for special needs children. The school offers a special education preschool program and a totally integrated cross-categorical program for kindergarten

Investigation of a Timetabled Self-Access Session in a General English Programme"; "Is It Or Is It Not Interlanguage? A Head-On Confrontation with Non-Native English"; "Conditionals and the Expression of Regret and Relief: Towards a Fragment for a Communicative Grammar"; "Arguments For and Against Free Variation"; "Bibliographic Presentation"; "Crosslinguistic Influence in a Bilingual Classroom: the Example of Maltese and English"; "Assessing the Readability of Medical Journal Articles: An Analysis of Teacher Judgments"; and "Literary Discourse and Irony: Secret Communion and the Pact of Reciprocity." (JL)

ED 353 781 FL 020 252

Georgakopoulou, Alexandra
Discursive Aspects of Metafiction: A Neo-Oral Aura?
PUB DATE- 91
NOTE- 14p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; Interaction; *Interpersonal Communication; *Oral Language
IDENTIFIERS- *Metafiction

This paper attempts to identify certain regularities and tendencies of metafictional discourse. The focus is on the aspects of its metacommunicative component, which refers to interpersonal relations between the interactants of the narrative. What is interesting is the incorporation of typically oral modes of involvement in the self-conscious texts. The metafictional on-going and cooperative discourse draws on oral interaction devices in order to achieve its immediate and "involvement-focused" character. In addition to this, it makes them expand into new discursive forms and functions in order to serve its inward reflexivity. Having placed emphasis on how this is done, the discussion will attach the metafictional interaction on the orality/literacy issue: Can this interaction be accounted for in terms of a neo-oral cast or is it a further argument for the treatment of the oral and literate strategies as a continuum instead of clear-cut categories? (Contains 51 references.) (Author)

ED 353 782 FL 020 253

Parkinson, Brian; And Others
The Reaction of Learners to Tape-Based Listening Comprehension Materials in French, Spanish and Italian "Community Classes."
PUB DATE- 91
NOTE- 11p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Community Education; Foreign Countries; French; *Instructional Materials; Italian; Learning Strategies; *Listening Comprehension; Questionnaires; Second Language Learning; Spanish; *Student Attitudes; *Tape Recordings

This paper describes learner response, as indicated by questionnaires, to a package of tape-based listening materials in French, Spanish and Italian. The learners were in "community classes" (2 hours per week) at a wide variety of levels. Their

Movement: Variable vs. Null Epithet"; "Polarity, Inversion, and Focus in English"; "Phrasal Input to Derivational Morphology in Slavic"; "Formal Grammar and the Acquisition of Complex Sentences"; "What to Focus in Sinhala"; "Syntactic Constraints on Temporal Representations: Evidence from Italian and Latin"; "Toward a Discourse Level Account of VP Ellipsis"; "Temporal Adverbs and the Structure of Reference and Event Points"; "What Does Conceptual Structure Have To Do with Syntactic Theory?"; "Meta-Templates & the Underlying (Dis-)Unity of Sanskrit Reduplication"; "'Anti-Internalization': Suppression and Projection of External Theta-Roles"; "Compensatory Lengthening in Korean Revisited"; "A Classification of VSO Languages"; "Stress and Accent in Abkhaz"; "When Nominals Are Predicates"; "Case and Licensing"; "Information Structure, Parameters, and Word Order"; "Clausal Adjuncts and Temporal Ambiguity"; "Tone and Stress in the San Mateo Dialect of Huave"; "Dative Compounding and the Prominence Theory of Theta Assignment"; "Crossing Coreference: No Evidence for Pronominalization"; "The Subset Principle and the Acquisition of the 'Long Distance' Reflexive sig in Icelandic"; "Reference Time Relations"; "Learnability and the Acquisition of Auxiliary and Copula 'be'"; "Constituent Structure Processing in Korean"; "Governed PRO and Finiteness"; "Appendices, Structure Preservation and the Strong Domain Hypothesis"; "Lexical Functional Distinctions in Mohawk Verb Agreement Morphology"; and "Expletive Raising and Expletive Replacement in Dutch." (MSE)

ED 353 809 FL 020 854

Berger, Mary I.
Speak Standard, Too: Add Mainstream American English to Your Talking Style.
PUB DATE- 91
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; *Grammar; Independent Study; Language Tests; *Language Variation; *North American English; *Oral Language; Phonology; *Pronunciation; Speech Skills; *Standard Spoken Usage

The text is designed for self-study of the grammar and pronunciation of standard oral North American English. It is not intended to replace learners' dialects but to provide alternative ways of speaking for appropriate situations. The book is divided into two main sections. The first outlines pronunciation differences between Standard English (SE) and other common dialects. This section is subdivided into chapters on consonant clusters, consonant sounds, vowel sounds, and common word pronunciation differences. The second section elaborates on grammatical differences. Each of these sections includes pronunciation drills, practice sentences, and a final exam. Appended materials consist of the answers to drills, samples of broadcast copy (news, sports, weather, commercial, and public service announcements) for practice, and notes and sources. An additional brief bibliography is included. (MSE)

ED 353 810 FL 020 887

Cirtautas, Ilse
Kazakh: Language Competencies for Peace Corps Volunteers in Kazakhstan.

identification; classroom communication; conversation with hosts; food; getting and giving directions; public transportation; social situations; the communications system; medical needs; shopping; and speaking about the Peace Corps. An introductory section outlines major phonological and grammatical characteristics of the Uzbek language and features of the Cyrillic alphabet. Subsequent sections contain the language lessons, organized by topic and introduced with cultural notes. Each lesson consists of a prescribed competency, a brief dialogue, vocabulary list, and notes on grammar, vocabulary, pronunciation, and spelling. Appended materials include: a list of the competencies in English and further information on days of the week, months, and seasons, numerals and fractions, forms of address, and kinship terms. A glossary of words in the dialogues is also included. (MSE)

ED 353 830 FL 020 929

Echantillons du travail ecrit des eleves tires du Test de rendement francais 9e annee, juin 1990 (Samples of Student Writing from the Grade 9 French Achievement Test, June 1990).
PUB DATE- 92
NOTE- 64p.; Some handwritten tests may be illegible.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Evaluation Criteria; Foreign Countries; *French; Grade 9; *Scoring; Secondary Education; *Writing Evaluation; *Writing Tests
IDENTIFIERS- Alberta; *Alberta Achievement Testing Program

Samples of student writing from the Alberta (Canada) 9th grade achievement test in writing (administered in June 1990) are presented with evaluative commentaries. They are intended to offer teachers, administrators, and students illustration of the criteria and approach used to score the exam. The exam is one part of a two-part standardized test of writing and reading comprehension. Introductory sections give background information on the book's use and the selection of samples, general comments on the test's requirements, and the instructions given to the students at the time of test administration. The five samples are then presented in their original handwritten form, with printed comments on the content, theme development, sentence structure, vocabulary, language usage, and overall composition in the margin. The subsequent section discusses the student's use of the planning and scratch sheet to organize ideas. Student samples in this section are in handwritten form, with printed commentary. Two additional student writing samples felt to be exemplary for their creativity or writing quality, with brief commentaries, are also provided. Finally, common problems of sentence structure, vocabulary, and language usage encountered in the test are examined briefly. Appended materials include guides for scoring content, development, sentence structure, vocabulary, and usage. (MSE)

ED 353 831 FL 020 930

Walczynski, Waldemar
Listening to Authentic Polish.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 237p.; For related documents, see FL 020 921 and ED 339 317.
LANGUAGE- English

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Education; *Community Development; Community Resources; Education Work Relationship; *Experiential Learning; *Integrated Curriculum; Learning Modules; Lesson Plans; Secondary Education; Teaching Methods; *Urban Planning; *Vocational Education
IDENTIFIERS- *CityWorks

CityWorks is a course offered at the Rindge School of Technical Arts, open to all ninth-grade students in Cambridge, Massachusetts. During the course, students investigate Cambridge's neighborhoods, services, and industries; they make maps, take photographs, draw blueprints, build models, make videotapes, and write oral histories. The focus is on building problem-solving abilities, learning teamwork and communication skills, conducting projects that are useful to the community, and learning about a variety of tools and media. The modules in this package cover these aspects of the CityWorks course: introduction to CityWorks and the skills that will be developed, walk around the block, exploratory projects, and community development. Modules include content outlines, projects, informative handouts, and worksheets. (KC)

ED 353 374 CE 062 762

Technical Education Demonstration Program. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Career Awareness; Career Education; *College School Cooperation; Communication Skills; *Demonstration Programs; Educational Mobility; Educational Planning; High Schools; High School Students; Institutional Cooperation; *Integrated Curriculum; Mathematics Skills; Postsecondary Education; Program Development; Program Implementation; School Business Relationship; Science Instruction; *Technical Education; *Technical Occupations; Technology
IDENTIFIERS- Milwaukee Area Technical College WI

The Technical Education Demonstration Program helped students aged 16-25 traditionally excluded from technical careers because of lack of training to attain academic and technical skills. Eighty-one teachers attended four-credit summer courses; 500 teachers, counselors, and administrators attended seminars. A demonstration model interfacing mathematics, science, and communication skills with technical education was developed and implemented at a high school for at-risk students, a specialty school, and a comprehensive high school. Enrollment in technical courses was increased and student exposure to technological disciplines was provided through advanced standing agreements awarding credit at Milwaukee Area Technical College (MATC) for high school courses; bringing high school students to MATC to acquaint them with careers involving technology and with the school; and credit courses titled "Careers in Computers" and "Health Careers." Students were exposed to current technology and employer expectations through awareness partnerships that provided speakers in the classroom, informational interviews, and employee shadowing and through a showcase of education and work opportunities. (The 28-page report is followed by these appendixes: third-party evaluation report; 52-item bibliography; partnership agreement between development in children, language development, nutrition, safety, and deaf parents in a hearing child's school. Each brochure contains educational information presented in simple language illustrated with line drawings. Emphasis is placed on helping children acquire language skills while improving parenting skills. (KC)

ED 353 393 CE 062 801

The Future of Literacy and the Literacy of the Future. Report of the Seminar on Adult Literacy in Industrialized Countries (Hamburg, Germany, December 4-7, 1991). UIE Reports 9.
PUB DATE- 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Definitions; *Developed Nations; *Educational History; Educational Policy; Educational Research; *Educational Trends; Evaluation Methods; Foreign Countries; *Functional Literacy; Futures (of Society); Government Role; *Literacy Education; Policy Formation; Public Policy
IDENTIFIERS- *Europe

This document contains a synthesis of the debate on the significant developments since 1986 and on the future agenda for literacy education, held at a seminar attended by 40 participants from 21 countries. The synthesis summarizes workshops on models of literacy practice, national policies, development of partnerships, evaluation, and research, citing achievements and limitations in each area. An agenda for the future is proposed. The following seminar papers are included: "Literacy in the USA: The Present Issues" (Hanna Arlene Fingeret); "Functional Illiteracy in Latin America" (Isabel Infante R.); and "Sociocultural Dimensions of Literacy: Literacy in an International Context" (Brian Street). An appendix contains country reports from the following: Australia, Austria, Belgium, Canada, Chile, the Commonwealth of Independent States, Cyprus, Czechoslovakia/Slovak Republic, Finland, France, Germany, Ireland, Korea, Poland, Romania, Spain, Sweden, United Kingdom, and the United States, as well as from the European Community and UNESCO. A list of participants' addresses is also included. (KC)

ED 353 394 CE 062 802

National Forums on the Adult Education Delivery System. A Summary Report.
PUB DATE- Aug 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Administrator Attitudes; *Adult Education; Adult Literacy; Coordination; *Delivery Systems; Educational Assessment; Educational Cooperation; Educational Finance; *Educational Improvement; *Educational Quality; Group Discussion; Hearings; *Literacy Education; Opinions; Professional Development; *Program Effectiveness; Special Needs Students

This report summarizes a series of national forums on adult education and literacy sponsored by the Office of Vocational and Adult Education. The first part contains profiles of the four national forums in Seattle, Washington; St. Louis, compiled information is intended for use to determine the need for changes in state plan goals or amendments. Section 1 is intended to meet statutory reporting requirements and state performance standards and core measures. It also describes the performance and status of existing programs involving the following: (1) secondary and postsecondary/adult occupational services; (2) single parents, displaced homemakers, and single pregnant women; (3) sex equity programs; (4) criminal offenders; and (5) special populations, including disadvantaged, disabled, and limited-English-proficient persons. Other areas reported on include state leadership and professional development, community-based organizations, consumer and homemaking education, tech prep, applied academics, and career guidance and counseling. Section 2 is an accountability report of the major goals identified in the state plan and includes the plan objectives. Section 3 is a summary report of the statewide system for measuring and planning progress of 20 percent of the eligible recipients assisted during the last year. There are five appendices containing information on enrollment in vocational education and job training programs. (CML)

ED 353 412   CE 062 822

Grubb, W. Norton; And Others
Betwixt and Between: Education, Skills, and Employment in Sub-Baccalaureate Labor Markets.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Corporate Education; Developmental Programs; Economic Development; *Education Work Relationship; Employer Attitudes; Employment Opportunities; Employment Patterns; High School Graduates; Industrial Training; *Job Training; Labor Economics; Labor Force; *Labor Force Development; Labor Needs; Labor Utilization; *Noncollege Bound Students; Occupational Mobility; *Personnel Selection; Postsecondary Education; Retraining; Training Allowances; Vocational Education; Work Experience Programs

This report examines the sub-baccalaureate labor market, defined as a labor market for those with less than a baccalaureate degree but at least a high school diploma. This market constitutes about three-fifths of employment. Following an introduction, the report describes the sub-baccalaureate labor market as primarily a local labor market dominated by small employers and affected by cyclical variation that undermines incentives to accumulate extensive training and experience. Next, the report looks at providers of education in the sub-baccalaureate market and their connections to employers. Among other things, advisory committees, placement offices, contract education, co-op programs, and licensing requirements are discussed. Then the report examines employers, concentrating on the following areas: (1) skills employers want; (2) hiring standards; (3) views about education providers; (4) promotion practices; and (5) employment trends. The report concludes that the sub-baccalaureate labor market generally works better for employers than for employees. The report identifies the following areas in need of reform: (1) the teaching of basic academic skills; (2) dissemination of information about the employment effects of various education and training programs;

Youth Programs
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984;
*Cooperative Demonstration Prog (High Technology)

The Cooperative Demonstration Program (High Technology) was the largest demonstration program supported under the Carl D. Perkins Vocational Education Act of 1984. The program funded projects to try new approaches, to increase access to high-quality programs for special populations, and to improve the overall quality of vocational education. An analysis of 66 grant applications showed that only 12 applications presented a clear and coherent design for their project, with an additional 26 presenting a moderately clear design. A review of 23 funded projects, conducted through a mailed survey, showed that all grantees were able to accomplish at least part of the activities proposed in their applications. Projects tended to focus on short-term training (fewer than 100 hours). In projects with a large number of private partners, those partners tended to be simply customers of the project's customized training, whereas in projects with fewer partners, those partners tended to share in the design and/or delivery of training. All projects encompassed some aspect of high technology. Projects that did not accomplish all their proposed activities were hampered by their inability to recruit special populations, poorly developed project designs, failed partnerships, and overly ambitious objectives for the project. Per-participant per-hour costs tended to be similar across projects and may be considered reasonable relative to one another. Following the evaluation, recommendations were made for improving the regulations for grant applications, increasing start-up times, and providing prior notification of the types of financial records that will need to be kept. (Nine appendixes describe the projects evaluated and the results of the mail survey. Twelve references and 26 tables are included.) (KC)

ED 353 431 CE 062 853

Women Learning: Ideas, Approaches & Practical Support. A Handbook for Women's Education.
PUB DATE- 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Ancillary School Services; Check Lists; Foreign Countries; Guides; Needs Assessment; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Publicity; Staff Development; *Student Certification; Student Evaluation; Student Recruitment; *Teaching Methods; *Womens Education
IDENTIFIERS- Great Britain

This handbook is designed for use by anyone involved in providing educational or training opportunities for women. Chapter 1 discusses the outcome of women's education and use of this handbook. Chapters 2-6 make general suggestions about various issues around the provision of high quality, relevant, and responsive education and training for women. Chapter 2 considers making women welcome. It focuses on practical and personal barriers: timing, care of dependents, accessibility, entry qualifications, finance, and benefits and grants. Chapter the work force: building a strong foundation of basic skills to help noncollege-bound youth enter the work force; providing continuing education and training for workers; and building a better "second chance" training and education system for working-age youth and adults who face special barriers to employment. To meet this challenge, the National Alliance of Business (NAB) proposes that business and government in each state and local community develop a "work force investment system" that links existing training and education institutions in an effective partnership to build a highly skilled, high performance labor force. If such a system is to be real and permanent, it should be built on guiding principles such as ease of access, broad inclusiveness, public-private partnership, market base, and concerted action at the national, state, and local levels. A proposed work force investment system model for the future couples delivery system reform with a broader role in the labor market for that system. Such a system would be characterized by a common point or points of intake, individualized assessment of clients to determine their service needs, a form of case management to see participants through the system, and a common system of placement that employers could readily access. Present federal and federal-state programs could be integrated into such a program, and local businesses would take the initiative to structure local solutions to problems confronting the mainstream work force. This model is appropriate and could be attainable for the U.S. labor market. (This report describes several state work force investment systems and local programs as well as the Training and Enterprise Councils system in Great Britain.) (KC)

ED 353 449 CE 062 888

Byrne, Sandra; And Others
Real Jobs for Real People. An Employer's Guide to Youth Apprenticeship.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jun 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Apprenticeships; Articulation (Education); *Business Responsibility; Career Development; Educational Needs; *Education Work Relationship; Futures (of Society); High Schools; *Job Training; Postsecondary Education; *Program Development; *School Business Relationship

Based on the experience of the National Alliance of Business' youth apprenticeship program (the Quality Connection Consortium), this guide offers practical advice on how employers can begin a youth apprenticeship program that will serve their labor needs. It addresses the internal support that a business must generate and gives tips on choosing an educational partner. It includes a discussion of how to determine employee education and training needs and how to meet those needs through youth apprenticeship. The guide covers the three different types of skills that comprise a youth apprenticeship program: academic, technical, and employability skills. Approaches to classroom instruction and structured on-the-job instruction provided under the guidance of a trained mentor/advisor are discussed. Personnel policy issues such as pay, career ladders, recruitment, rotation as a part of on-the-

PUB DATE- 91
NOTE- 258p.; For a related paper, see ED 345 034. Jossey-Bass Social and Behavioral Science Series and Jossey-Bass Higher and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Adults; *Education Work Relationship; Emotional Development; Females; Interpersonal Relationship; Life Events; *Love; Males; Need Gratification; *Psychological Patterns; Self Actualization; Work Attitudes; *Work Experience

This book contains 11 theory-based chapters reporting the findings of a study on patterns of work, love, and learning in adulthood. (The study gathered data about events related to work, relationships, and learning from 405 adults and graphed them to identify life patterns.) The following topics are covered: (1) the origins and development of the concepts of work and love and how people learn to love and to work; (2) work and love in adulthood; (3) how work and love-related life events motivate adults to engage in learning; (4) how the study originated, and how the "work, love, and learning in adulthood" questionnaire used to gather the book's data was constructed; (5) the parallel pattern between love and work; (6) the steady/fluctuating pattern of love and work; (7) the divergent pattern of love and work; (8) the insights about work and love gained from comparing the three patterns; (9) learning and its relationship to work and love patterns; (10) how learning is related to the development of the capacity to work and to love; and (11) the major contributions of the study (the discovery of three patterns of interaction, the uncovering of a stabilizing factor in each pattern, the lack of gender differences in the findings, and the role that learning plays in the development of the capacity to work and to love). The book includes notes on methodology, instructions for graphing life patterns, and 142 references. (KC)

ED 353 467 CE 062 937

Peters, John M.; And Others
Adult Education: Evolution and Achievements in a Developing Field of Study.
PUB DATE- 91
NOTE- 491p.; Jossey-Bass Higher and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Educational Development; Educational History; Educational Psychology; *Educational Research; Educational Theories; *Futures (of Society); Graduate Study; Higher Education; History; Information Utilization; *Interdisciplinary Approach; Leadership; Political Science; Program Administration; *Research Utilization; Sociology

This volume is a companion to "Adult Education: Outlines of an Emerging Field of University Study" (more commonly known as "the black book"), a classic work published in 1964. It explores the developments, accomplishments, and changes in the field since 1964 and charts new directions for research, theory, and practice in the study of adult education. A foreword (Houle), preface, and biographies of the authors appear first. An introductory chapter, "Growth and Challenges in the Study of Adult Education" (Jarvis), outlines the nature of adult education as a field of study and some of the challenges that lie before it. The six chapters in Part 1 blood products; (3) provide care of patients receiving IV therapy; (4) provide care of IV therapy equipment; and (5) describe general precautions in administering IV therapy. An appendix contains checklists, a test, and answer key. Part II covers the following: (1) initiating, maintaining, and monitoring intravenous infusions; and (2) monitoring and maintaining central venous lines. Among the skills taught by the first section of part 2 are to prepare the patient for the IV infusion and to perform venipuncture and initiate the intravenous infusion. Among the skills taught by the second section of part 2 are to perform selected IV therapy functions for the stable patient with IV lines and to administer peripheral and/or central line parenteral nutrition and lipids. An appendix contains course equipment and supplies list, checklists, test, answer key, and course requirements for IV therapy for licensed practical nurses. (CML)

ED 353 486   CG 024 704

Miller, Yaffa F.; Cherry, Jane W.
On the Move: Children in Transition.
PUB DATE- 91
NOTE- 85p.; Cover title is: "Kids on the Move. Meeting Their Needs."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Depression (Psychology); Elementary School Students; Elementary Secondary Education; Family Mobility; Parent Child Relationship; Public Schools; *Relocation; *School Role; Secondary School Students; Stress Management; *Stress Variables; *Student Adjustment; *Student Mobility; Student Needs; *Transfer Students

This monograph focuses on children who must move to a new school and new surroundings because their family, for whatever reason, is relocating. It notes that the impact of mobility on families has practical implications for public schools and that schools with a large number of mobile students have a responsibility to establish structured programs to assist these students. Section I of the monograph examines factors affecting the impact of a move, including reasons for the move (divorce, military orders, corporate transfers, migrant family seasonal work); family social status; the child's intellectual abilities; the age of the child; the quality of the parent-child relationship; and the frequency of moves. Section II look at the stress involved in moving and the possibility of depression associated with a move. The physical, emotional, and behavioral manifestations of stress are listed. Section III gives suggestions for what parents can do to ease the stress of moving for their children. Section IV looks at what schools can do to help children who are new to the school and to help children who are leaving the school. Section V provides a review of programs for relocating students that have been implemented in schools. The monograph concludes with a brief summary, followed by a list of 57 references. Activities for students, resources, and sample forms are appended. (NB)

ED 353 487   CG 024 705

Thomas, Alex, Ed.; Grimes, Jeff, Ed.
Children's Needs: Psychological Perspectives.
PUB DATE- 87
NOTE- 691p.; Toner streaking on pages 441 and 450 will affect legibility.

Conscientiousness) and three dimensions of health locus of control (Internal, Powerful Others, Chance) as correlates of four dimensions of health behavior (Wellness Behaviors, Accident Control, Traffic Risk Taking, Substance Risk). Data from three independent samples (n's=1,303; 2,235; and 1,126) of randomly selected Navy personnel were analyzed. Findings indicated that Internal and Chance (but not Powerful Others) control beliefs were correlated with the personality factors. However, both personality and health locus of control beliefs were independently associated with the health behavior scales, with personality the stronger overall predictor. Findings indicated that Conscientiousness and Agreeableness were two of the most important elements of personality in predicting health behavior. These findings challenge health professionals to develop programs which use personality and control beliefs constructively so they are sources of assistance rather than resistance to change. (Author/NB)

ED 353 504   CG 024 722

Ward, Alan J.
A Four-Year Analysis of Adolescent Self-Destructive Behavior and Psychiatric Hospitalization.
PUB DATE- Aug 92
NOTE- 20p.; Poster presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Early Parenthood; *Hospitalized Children; *Psychiatric Hospitals; Runaways; *Self Destructive Behavior; Substance Abuse; *Suicide

Data were gathered on a statewide basis in 102 Illinois counties on both the incidence and prevalence of adolescent public psychiatric hospitalizations and the identified self-destructive behaviors: (1) completed suicides; (2) assaultive behaviors; (3) runaway behavior; (4) substance abuse; and (5) teenage births, from fiscal year 1985 through fiscal year 1988. Data were analyzed to examine whether there was any relationship between mental illness severe enough to require psychiatric hospitalization and suicide and other self-destructive behaviors. It was hypothesized that there should be significant correlations between psychiatric hospitalization rates in a particular county and suicide rates. It was further hypothesized that completed suicides are only one of a continuum of adolescent self-destructive behaviors rather than being specifically related to psychiatric disorders. Analysis revealed only one year (FY86) wherein a significant correlation (p .05) existed between public psychiatric hospitalization rank by rates and suicide rank by rates, whereas significant correlations (p .01   p .05) were found between psychiatric hospitalization and substance abuse, teenage births, assaultive behaviors, and runaway behaviors in all years examined. (Author/NB)

ED 353 505   CG 024 723

Korabik, Karen; And Others
Gender, Social Support, and Coping with Work Stressors among Managers.
PUB DATE- 17 Aug 92
NOTE- 17p.; Paper presented at the Annual Convention of the

ED 353 524 CG 024 742

HIV/AIDS Prevention Education Curriculum Guide.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 92
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Decision Making; Diseases; *Elementary Secondary Education; *Health Education; *Prevention; State Curriculum Guides
IDENTIFIERS- Virginia

This publication was designed to provide teachers with guidance in offering instruction in Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) prevention education to students in the public and non-public schools of Virginia. This publication provides information that will help educators meet the needs of students in grades K-12. The scope of the curriculum includes four basic content areas regarding HIV/AIDS: (1) HIV infection and the disease AIDS; (2) HIV/AIDS is preventable; (3) HIV/AIDS affects everyone; and (4) HIV/AIDS help is available. It is noted that the concepts taught in each of the content areas as follows: there are some diseases that are infectious; there are decision-making and refusal skills to practice and behaviors to learn that will lead to a healthful lifestyle; there are mental, emotional, social, and economic implications of HIV/AIDS that affect everyone; and there are national, state, and community resources for HIV/AIDS information, help, and counseling. Curriculum lessons are arranged under each grade level. Each lesson states the objective; tells what existing state curricula guideline it relates to; lists the content; and lists teaching and learning strategies. A glossary is provided; resources are listed; and HIV/AIDS facts are summarized. (ABL)

ED 353 525 CG 024 743

McAuliffe, Garrett J.; And Others
Identifying Critical Internal Barriers to Effective Career Decision-Making among College Students.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Planning; *College Students; Counseling Effectiveness; *Decision Making; Higher Education; *Personality Traits; Self Esteem; Self Evaluation (Individuals)

From its earliest origins, career counseling has had as one of its major goals the amelioration of occupational indecision. Despite evidence of the general success of both individual and group career counseling in ameliorating indecision, it is likely that there is a segment of undecided individuals for whom essentially rational, information-oriented interventions are unhelpful. These individuals may have debilitating negative personal attitudes and characteristics, or internal barriers, which prevent them from using information about themselves and the environment to make good decisions. Accurate, useful assessments of internal barriers to career decision-making are

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Grade 7; Instructional Effectiveness; Junior High Schools; Public Schools; *Reading Achievement; Reading Improvement; Reading Research; Urban Education
IDENTIFIERS- Chicago Public Schools IL; Illinois (Chicago); Iowa Tests of Basic Skills

A study examined the effect of extended use of computers on reading achievement. The study population consisted of 75 seventh-grade students at the J. N. Thorp Elementary School located in a predominantly low income socio-economic neighborhood of South Chicago. Of this total, 15 students were subjected to an intensive computer assisted instruction program, while 15 others, randomly selected from the remaining group of 60, received no computer training and served as a control group. The reading subtest of the Iowa Tests of Basic Skills served as the pre- and posttest. Results indicated a statistically significant increase in reading achievement of the students who used computers. (One table of data is included; 13 references are attached.) (RS)

ED 353 545 CS 011 147

Manzo, Anthony V.; And Others
Beyond the Lines: Forging an Educator's Blueprint for Education.
PUB DATE- Dec 92
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991). Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Development; *Educational Improvement; *Educational Research; Elementary Secondary Education; School Restructuring
IDENTIFIERS- Communication Context; *Educational Issues

The imperative for educational reform is more pressing now than ever, but change is slow and unsure. This paper offers a series of 11 proposals designed to demonstrate that educators can more fully participate in the structuring and forming (more than "reforming") of education. In summary, the proposals, each of which is fully described in the paper, are as follows: (1) educators should begin to construct their own blueprint for education; (2) educational research should conclude, not simply with a recommendation for additional research, but with short essays that put the conclusions into context; (3) all agencies able to fund educational research should put aside 50% of funds to be used to reward and verify effective treatment-based research; (4) an Annotation Exchange system should be established; (5) Information Processing Tribunals should provide unbiased summaries of facts accompanied by authoritative opinions and analyses; (6) a system of communication among organizations should be established so that each knows what the others do; (7) creativity should be rewarded commercially; (8) the public school system should be revamped; (9) schools of education should once again operate laboratory schools where teachers can be trained as well as conceptually prepared; (10) schools of education should be restructured to reflect their special functions; and (11) the issue of racial inequity and the withholding of opportunity that discrimination has caused should be settled through direct differences in second grade children on method of reading instruction. Fifty children in two classrooms from one school in North Carolina were subjects. One of the two teachers employed a literature based methodology, while the second teacher employed a basal instructional format. Quantitative results conformed to that suggested in the literature; specifically, no significant differences were found in achievement between the two groups. Confounding between teacher and methodology was a major weakness in the study; however, the implementation of qualitative analysis yielded substantial additional information with respect to the underlying reasons for outcomes in the two classrooms. The need for confluence of results of qualitative and quantitative methodologies is strongly supported. (Four tables of data are included.) (Author/SR)

ED 353 565 CS 011 172

Manning, Maryann; And Others
Kindergarten Children from Different Socioeconomic Levels: Their Knowledge of Common Forms of Print.
PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Environment; Kindergarten; *Kindergarten Children; *Knowledge Level; Primary Education; *Prior Learning; *Reading Habits; *Socioeconomic Status
IDENTIFIERS- Emergent Literacy; *Print Awareness

A study investigated the knowledge kindergartners have constructed about the content and purpose of print in a variety of forms. It sought to identify their perceptions about literacy episodes that occur in the home, and to identify differences across socioeconomic levels. Subjects were 70 kindergarten children in or near a large Southern city, representing 16 urban poverty class (UP) children, 33 lower urban working class (UW) children, 10 suburban middle class (SM) children, and 11 suburban upper class (SU) children. Children were interviewed individually. Results showed that children from SU and SM backgrounds indicated they were read to more frequently than children from UP backgrounds, had greater familiarity with books, and had a better idea about book sources such as the public library. Children from SU backgrounds also reported that their parents liked to read, and they and their parents wrote more often at home than children from UP groups. The UP children knew a great deal about mail, and most children in the study were very aware of the newspaper. Therefore, teachers should use a variety of reading and writing activities related to mail and to the newspaper to make literacy connections between home and school. (Three tables of data are included, and an appendix of the interview questions is attached.) (SR)

ED 353 566 CS 011 173

Whittemore, Shirley
Reading Interest of North Ridgeville High School Students.
PUB DATE- Dec 92
NOTE- 45p.; M.L.S. Research Paper, Kent State University.
LANGUAGE- English

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Class Activities; Classroom Research; College English; *Critical Thinking; Elementary Secondary Education; *English Instruction; High Risk Students; *Literature Appreciation; Multicultural Education; Student Evaluation; Teaching Methods
IDENTIFIERS- Alternative Assessment; Literary Canon

The close scrutiny of literature study and how literature is currently taught and learned reveals major findings in four crucial areas of educational concern: critical thinking, cultural diversity, assessment of achievement, and at-risk students. Currently, literature instruction is focused on information retrieval, and remains unconcerned with critical thinking skills. However, students must be taught how to foster literary understanding and interpretation, and numerous methods of attaining such interpretive and critical skills can aid the teacher in doing this. Concerning cultural diversity, currently literature instruction is largely monolithic and traditional. Essentially, there is no need to return to a traditional canon, since literary instruction has never left the tradition. Thus, the canon still needs to be broadened at the elementary and secondary levels. One promising technique is to tap the low-art world of mass culture and media, the main cultural world of today's youth. Concerning testing and assessment, findings indicate that teachers remain fact-centered. Various models of assessment, including portfolios, are promising. Finally, at-risk students afford special concerns, but various studies suggest strong implications for improving instruction for these students. In sum, these studies indicate the great need to reinvigorate literature instruction at all levels. (HB)

ED 353 585 CS 213 650

Baker, Isabel; Mulcahy-Ernt, Patricia
Expressive Writing Events To Improve Reading Comprehension and Abstract Thinking of Non-Proficient College Learners.
PUB DATE- 2 Dec 92
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *College Students; *Expressive Language; Higher Education; *Reading Comprehension; Reading Research; *Reading Writing Relationship; Remedial Programs; *Student Journals; Thinking Skills; Undergraduate Students
IDENTIFIERS- *Expressive Writing; New Jersey

A study investigated whether expressive writing facilitated abstraction in language use, thereby improving reading comprehension. Ninety students enrolled in four required basic skills reading courses at a suburban community college in New Jersey were divided into a control and an experimental group. Students in the experimental group wrote learning log entries in response to each of their college textbook reading selections as an integral component of instruction, while students in the control group did not write expressive journal responses. At the beginning, middle, and end of semester expressive writing responses by all students were obtained, the log entries, book reviews, and papers written by the experimental students were collected and analyzed, and 22 interviews were conducted to determine the experimental curricular implications. The booklet is organized in five major sections: (1) Philosophy; (2) Goals and Subgoals (broad statements of desired outcomes derived from the philosophy); (3) Expectancies (behavioral statements); (4) Illustrative Objectives (sample objectives which show how goals and subgoals may be treated at particular learning levels); and (5) Curriculum Development Process (describing how to develop and use goals, subgoals, expectancies, and objectives in the preparation of theater scopes and sequences and instructional units). Six appendixes contain a sample set of illustrative objectives, a note on required Maryland competency objectives, a theater curricular framework glossary, and lists of the Maryland Theatre Curricular Framework task force, review panel, and national review panel. (SR)

ED 353 606 CS 508 017

Gallois, Cynthia; And Others
Communication Accommodation between Chinese and Australian Students and Academic Staff.
PUB DATE- May 92
NOTE- 16p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Communication Research; Foreign Countries; Higher Education; *Intercultural Communication; *Interpersonal Communication; *Interpersonal Competence; Nonverbal Communication; Path Analysis; Speech Communication
IDENTIFIERS- *Australia; *Communication Accommodation; Communication Behavior

A study tested paths predicted by Communication Accommodation Theory (CAT) in the context of interactions between 105 Chinese and 283 Anglo-Australian students and 98 academic staff in situations of potential conflict. Videotapes of student-lecturer interactions in which speakers accommodated, over-accommodated, or under-accommodated were rated by ingroup and outgroup students and staff members on non-verbal behavior, appropriateness of behavior, motives, and evaluations of the speakers as people. Results of path analyses indicated general support for the relationships proposed by CAT, in that accommodating behavior was labelled more positively and resulted in more positive evaluations of speakers. Ratings of non-verbal behavior were overwhelmingly determined by actual behavior; in turn, they predicted the way behavior was labelled, which finally predicted ratings of solidarity and, to a lesser extent, power evaluations. In general, however, the ethnicity and sex of the speaker were not strong influences on perceptions or evaluations. (Two figures of data are included and 18 references are attached.) (Author/SR)

ED 353 607 CS 508 028

Flinders, Neil J.
Ethics in Education: Should We Focus on Talent or Genius?
PUB DATE- 16 Oct 92
NOTE- 13p.; Address presented at the Utah Speech Arts Association (Salt Lake City, UT, October 16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

ED 353 626 CS 508 058

Campbell, Cheri Ellis
Doin' Time in College: An Ethnographic Study of Power and Motivation in a Large Lecture Class.
PUB DATE- Oct 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Environment; Classroom Research; College Sophomores; Communication Research; Ethnography; Higher Education; *Lecture Method; *Power Structure; *Student Motivation; *Teacher Behavior; *Teacher Student Relationship; Teaching Styles
IDENTIFIERS- Communication Behavior

An ethnographic study examined instructor uses of control, immediacy, and affinity-seeking behaviors in a large college lecture class. A class of 140 college sophomores was observed for 10 weeks, in an attempt to understand in a situational and non-quantitative manner, what instructor behaviors motivate students toward cognitive and affective learning. Results indicated that the instructor of the class exhibited effective use of pro-social behavior alteration techniques, verbal/nonverbal interaction and immediacy, student empathy, group solidarity and humor to create a positive and productive learning environment. (Fifteen references, a figure representing a typical student seating plan, and three figures listing behavior alteration techniques, immediacy techniques, and affinity-seeking techniques are attached.) (Author/RS)

ED 353 627 CS 508 062

Slagle, Ray Anthony
A Semiotic Perspective on the Structure of Recovery.
PUB DATE- Oct 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992). Running head title: "Narratives and Catharsis in Recovery: A Semiotic Approach to Twelve Step Programs."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Catharsis; Communication Research; Group Dynamics; *Interpersonal Communication; Metaphors; Models; *Personal Narratives; *Rehabilitation; Research Methodology; *Semiotics; *Social Support Groups
IDENTIFIERS- *Alcoholics Anonymous; Communication Behavior; Communication Strategies; *Group Characteristics

Support groups, such as Alcoholics Anonymous, based on the 12 steps of recovery, have grown tremendously over the last several years. Personal narratives are an integral part of the recovery process because the signs that are used, and the semiotic webs that they form, are similar among people who belong to 12-step groups. In these groups, personal narratives serve as a form of catharsis, or psychological/emotional release. According to Prieto's theory of the semiotic act, the "sender" creates a sign for the expressed purpose of conveying information to a "receptor." Following the social performance to schools and military installations. Data were derived from: (1) interviews with officials from the Departments of Defense, Agriculture, and Justice; (2) a review of laws, executive orders, and regulations; and (3) historical data on the dairy industry. Findings indicate that the extent to which the milk marketing and price support programs influence milk contract bid-rigging is unclear. Department of Justice officials said that marketing orders and price supports may foster improper collusion, and that the Capper-Volstead Act's exemption of cooperatives from antitrust statutes may complicate prosecution of bid-rigging cases. Recommendations are made to develop a formal, systematic process for sharing information on cooperatives' pricing; suspend or debar individuals and companies convicted of or indicted for bid-rigging; and provide awareness training to school procurement officials. Appendices contain comments from the Departments of Agriculture and Justice, and the General Accounting Office; and a list of major contributors to the report. (LMI)

ED 353 646 EA 024 571

Chapman, David W.; Burchfield, Shirley
Headmasters' Beliefs about Their Role in Improving Student Performance. Research Reports.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Jan 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Administrator Effectiveness; *Administrator Role; Developing Nations; Foreign Countries; *Instructional Leadership; Junior High Schools; *Management Development; School Administration; School Community Relationship; *School Supervision
IDENTIFIERS- *Botswana; *Headmasters

A study investigated the extent that junior secondary school headmasters in Botswana believed their activities in three domains of headmaster responsibility--instructional supervision, school management, and community relations--contributed to improved student performance. A second focus was to compare the ways in which headmasters who differed in their beliefs also differed in the ways they viewed their schools' dynamics. Questionnaires were completed by 88 out of 125 junior secondary headmasters in Botswana, a 70 percent response rate. Cluster analysis found that headmasters differed significantly in their beliefs about the efficacy of their instructional supervision and school management activities in improving their students' achievement levels. Sixty-three percent believed that their performance in instructional supervision and school management activities could improve student achievement. However, the responses reflected a lack of clarity about the headmaster's role in the specific dynamics of the instructional process. Recommendations are made to target training for improving student outputs and to consider criteria other than teacher effectiveness for headmaster selection. As Botswana moves toward decentralization, education may be better served by optimistic headmasters who believe they can make a difference in improving student performance even if they lack clear ideas concerning exactly how to reach that goal. Four tables are included. (Contains 24 references.) (LMI)

ED 353 647 EA 024 572

Breakfast Programs are recognized and described in this booklet. The information provided can be used as a tool to implement the dietary guidelines and achieve the Year 2000 nutrition objectives. The programs are listed under the following categories: accommodating students with special needs; using creativity in menu planning; using environmentally friendly cafeteria practices; implementing innovative safety practices; marketing and increasing participation; fostering nutrition education and awareness; and expanding school breakfast programs. Each outstanding school's program is described and a contact source is provided. (LMI)

ED 353 665 EA 024 598

Decentralisation and Educational Building Management: The Impact of Recent Reforms. Synthesis of an International Conference of the Organisation for Economic Cooperation and Development and the Ministry of Education and Science of the Netherlands on Trends in the Planning and Funding of Educational Building (Noordwijkerhout, The Netherlands, October 1990).
PUB DATE- 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Decentralization; *Educational Facilities; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; Governance; *Resource Allocation; School Buildings; School Construction; School Maintenance
IDENTIFIERS- France; *Netherlands; Norway; Portugal; United Kingdom

Decentralization has had a significant impact on education systems, in particular, on school construction and management. This report is the outcome of an international conference on trends in the planning and funding of educational building. The conference's purpose was to enable participants, through the exchange of information, to analyze the effects of recent decentralization reforms in educational administration on educational building. The report examines the legislative and administrative framework within which schools are planned and built, they way in which resources are allocated for their construction and maintenance, and how they are run on a daily basis. Part 1 provides a synthesis of recent developments in five OECD countries--France, the Netherlands, Norway, Portugal, and the United Kingdom. Diagrams illustrate each country's educational structure. Part 2 presents eight papers, which deal in more detail with aspects of educational planning management, drawing particularly on the Dutch experience. The papers show how the daily operation and management of educational buildings is irrevocably linked to the initial capital investment, and why it is essential to provide adequately for maintenance. Five figures are included. The annex contains a list of issues discussed in the group sessions. (LMI)

ED 353 666 EA 024 599

Linquanti, Robert
Using Community-Wide Collaboration To Foster Resiliency in Kids: A Conceptual Framework.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 92
NOTE- 17p.
LANGUAGE- English

Educational Research and Development (Washington, DC, June 1-2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Cooperation; *Educational Policy; *Educational Research; Elementary Secondary Education; *Information Dissemination; Information Needs; *Research and Development; Research Needs; *Research Utilization; Theory Practice Relationship

This paper focuses on the challenges in the improvement of research and development that arise from the commonality, rather than differences, in producer and consumer perceptions. The paper is based on the assumption that although producers do have varied incentives for engaging in and using research, their key motivation is a desire to improve schooling. Three approaches to enhancing that mutual interest are addressed--building a client-based research agenda, viewing research utilization as an educational improvement enterprise, and developing organizational forms for research that enhance ties with consumers. Examples related to educational policy research are offered. A conclusion is that although attention to enduring concerns, such as the need for improved resources, is important, the three alternative approaches offer potential for improving schooling through research. (Contains 37 references.) (LMI)

ED 353 686 EA 024 631

Rubenstein, Michael C.; And Others
Minnesota's Open Enrollment Option.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Educational Opportunities; Elementary Secondary Education; Family School Relationship; *Free Choice Transfer Programs; Information Dissemination; *Open Enrollment; *Public Schools; *School Choice; School Districts; *State Programs; State School District Relationship
IDENTIFIERS- *Minnesota

This document examines the implementation and early effects of Minnesota's open-enrollment option, which allows families to apply to enroll their children in a public school in any nonresident school district in the state. During 1989-90, surveys were mailed to 2,663 participating families, 1,966 secondary school students, and all 432 district superintendents. Usable responses were received from 1,377 families, 645 students, and 338 superintendents. Findings indicate that very few of the participating districts reported significant changes in their enrollments. Also, the information dissemination strategies used most often by districts were not the most effective means of reaching minority families. Parents identified the school's academic reputation as the most important reason for using the open-enrollment option. However, minority parents also considered the availability of child care and extracurricular activities, while low-income families were concerned with school proximity. Overall, the initial impacts appear to be modest, but in a positive direction. Other trends include a slight migration of families from urban to suburban

Preschool Children; Preschool Education; *Special Education; State Programs; *State Standards; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; *Individuals with Disabilities Education Act Part H

This paper examines the possibility that children eligible for services as infants and toddlers under Part H of the Individuals with Disabilities Education Act (IDEA) are not eligible at age 3 under Part B (preschool special education). The analysis compared Part H and Part B eligibility policies as well as the eligibility policies of the 50 states and the District of Columbia. The analysis found that states fell into 3 groups: Group 1 (14 states), in which all children eligible under Part H would remain eligible under Part B; Group 2 (10 states) in which Part H eligible children would probably continue to be eligible for service under Part B; and Group 3 (27 states) in which the differences in eligibility criteria suggest that not all children would continue to be eligible for services. Policies of Group 3 states suggest one or more of the following areas of concern: (1) the inclusion of at-risk children in the infant/toddler program but not in the preschool program; (2) preschool criteria requiring a higher level of delay or disability than the infant/toddler program; (3) the use of professional judgment as the sole criterion for infant/toddler eligibility, whereas quantitative criteria are required for preschool eligibility; (4) incompatibility of measurement types used in the two programs; and (5) the omission of some of the Part B disability categories for preschoolers. (DB)

ED 353 707 EC 301 738

Moss, Steve, Ed.
Aging and Developmental Disabilities: Perspectives from Nine Countries. Monograph #52.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 92
NOTE- 119p.; A part of the International Exchange of Experts and Information in Rehabilitation (IEEIR) monograph series.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Aging (Individuals); Cultural Differences; Deinstitutionalization (of Disabled); *Delivery Systems; Developmental Disabilities; Foreign Countries; *Mental Retardation; *Models; Needs Assessment; Normalization (Handicapped); *Older Adults; Policy Formation; Residential Programs; *Social Services; Voluntary Agencies
IDENTIFIERS- Australia; Canada; Germany; Great Britain; Hong Kong; Indonesia; Japan; Netherlands; Singapore

This monograph presents nine author-contributed papers which look at issues of aging and mental retardation from the perspectives of nine nations: Australia (by Trevor R. Parmenter), Great Britain (by Steve Moss), Canada (by Gerrit Groeneweg), Germany (by Gottfried Adam), Hong Kong (by John W. L. Tse), Indonesia (by D. Lianta), Japan (by Takeo Kanetsuki), the Netherlands (by Meindert J. Haveman and Marian A. Maaskant), and Singapore (by M. K. Wong). A concluding paper by the editor notes three predominating philosophies of service welfare: the Asian model (with its emphasis on family care through the extended family); the Western European model (with institutional care a major component); and the North American/United Kingdom model (characterized by a strong philosophy of normalization and deinstitutionalization). Other conclusions suggest that most

(055)
DESCRIPTORS- Ancillary School Services; Bus Transportation; Compliance (Legal); Court Litigation; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Regulation; Individualized Education Programs; Inservice Education; *Legal Responsibility; Policy Formation; Self Evaluation (Groups); *Special Needs Students; Staff Development; State Legislation; State Programs; *State Standards; *Student Transportation; Supervision
IDENTIFIERS- *Iowa

This manual covers laws and regulations, responsibilities, policies, equipment, communication, and guidelines for transporting Iowa public school students with specific disabilities. The first section summarizes requirements of federal and state law, followed by a section on responsibilities of such entities as the Department of Education, the area education agency, local education administrators, drivers, and parents. Guidelines for transportation and the Individual Education Plan (IEP) are covered next, including the role of transportation in the assessment process and development of a transportation plan. Other guidelines cover: policy/procedure development; training of school staff, supervisors, and drivers; assistive devices and information sources; and routing and scheduling. A section on communications and relationships looks at communication with parents, students, teachers, the general public, and mechanics; parental rights; and requesting a special education hearing. Guidelines are given for specific conditions (e.g., juvenile arthritis, auditory problems, autism, mental retardation, muscular dystrophy, and spina bifida). A self-evaluation process for pupil transportation services is suggested. Concluding the document are a variety of sample forms, lists of resources, opinions of the Iowa state Attorney General, rulings of the federal Office of Special Education Programs, and relevant sections of the Iowa code. (DB)

ED 353 728   EC 301 759

Coleman, Mary Ruth; Gallagher, James
Middle School Survey Report: Impact on Gifted Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Ability Identification; Curriculum Development; Emotional Adjustment; Emotional Development; *Gifted; Intermediate Grades; Junior High Schools; *Middle Schools; *Social Adjustment; Special Education Teachers; Surveys; Talent; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Middle School Students

This study investigated attitudes of educators from both the middle school movement and gifted education, by means of a survey of 400 members of relevant professional organizations. The survey focused on six interest clusters: (1) grouping strategies, (2) identification issues, (3) curriculum modifications, (4) teacher preparation, (5) program evaluation, and (6) the emotional/social needs of gifted students. Opposing attitudes were found for two clusters: first, grouping practices (with educators of the gifted favoring ability grouping and middle school educators opposing such grouping) and second, social development (with only middle school

The Medical Evaluation of the Special Child: A Guide for Parents and Teachers. Monograph #24.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Aug 89
NOTE- 33p.; A Product of the Multidisciplinary Diagnostic and Training Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Diagnostic Tests; Elementary Secondary Education; Individualized Programs; Interdisciplinary Approach; *Medical Evaluation; *Neurology; Parent Role; *Physical Examinations; Physician Patient Relationship; *Physicians; School Role; *Special Needs Students; Teamwork

This monograph describes the basic physical/neurological examination of children with special needs and how such an exam fits into the multidisciplinary evaluation and development of individualized programming for such children. The first section addresses the importance of the medical history. Next, the basic exam is described, followed by consideration of communication between the physician and parents, subsequent clinic visits, and a brief consideration of common neurologic tests such as the computerized tomography (CT) scan and magnetic resonancy imaging (MRI) of the brain. Briefly summarized are common medications prescribed, especially anticonvulsants, and common diagnoses (e.g., hyperactivity, cerebral palsy, and seizure disorders). The importance of school-generated information for the physician and parental responsibilities in the medical management of the child are also stressed. (DB)

ED 353 747 EC 301 780

Hendrickson, Jo M.; And Others
Facilitating Mainstreaming through Behavioral Consultation. Monograph #25.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Aug 89
NOTE- 44p.; A Product of the Multidisciplinary Diagnostic and Training Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Problems; Consultants; *Consultation Programs; *Disabilities; Elementary Education; Instructional Improvement; Interviews; Learning Problems; *Mainstreaming; Models; *Regular and Special Education Relationship; Social Integration; *Special Needs Students
IDENTIFIERS- *Behavioral Consultation; *Teacher Collaboration

This review critically examines various aspects of school-based consultation between regular classroom teachers and teachers of special education. First, current approaches to consultation are described and obstacles to successful integration of elementary students with learning or behavioral problems into mainstream regular education classrooms are identified. A behavioral consultation model for promoting collaboration between the consulting teacher and the regular teacher is advocated. The technology of consultation, i.e., the process and content skills related to the role of the consulting teacher, are discussed. The consultative interview is seen as through grade 5 which utilizes collaborative delivery systems and a consultative model of special education. The program encourages educational leaders to facilitate change by assisting building-based decision-making teams to design and implement programs. Evidence from business and educational research is offered to document the effectiveness of this approach. Critical elements in site-based decision making are discussed, including the planning process, a staff trained in group decision making, and shared beliefs about social systems. Potential benefits and risks of the site-based decision making process are noted. An addendum explains the four steps in community-based decision making and planning and four steps in developing action plans. (Contains 21 references.) (DB)

ED 353 762 EC 301 796

Patriarca, Linda A.; Cegelka, Patricia Thomas
The School as the Center of Educational Reform: Implications of School-Based Practice for Research.
PUB DATE- 92
NOTE- 21p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *Disabilities; *Educational Change; *Educational Practices; Elementary Secondary Education; Participative Decision Making; Research and Development; *Research Needs; *School Based Management; Theory Practice Relationship

This paper describes research needs in light of changes taking place in school-based practice in both general and special education. The tenets of educational reform and societal concerns fueling demands for reform are identified. The context in which changes in educational practices are occurring is described, focusing on evolving relationships among educators, schools, and researchers. Implications of reform for school reorganization and for restructuring teacher education and personnel development are considered. A discussion of how research on school-based practices is conducted argues that the dichotomy between research and practice is counterproductive and that significant improvements in teaching and learning would be achieved through coordinated research projects involving both teachers and researchers, and the development and documentation of effective school-based practices. (Contains 28 references.) (DB)

ED 353 763 EC 301 797

Koorland, Mark A.
Developing Teacher Researchers: Preservice and Inservice Considerations.
PUB DATE- 92
NOTE- 12p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

response was, in general, cautiously favorable, and indicates the general acceptability of such materials, but also the need for supplementation with study packs for home use. The concept of listening strategies was widely understood by the learners, although the strategies consciously used were of limited range. (Author)

ED 353 783 FL 020 254

Hill, David J.
Interlanguage Lexis: An Investigation of Verb Choice.
PUB DATE- 91
NOTE- 14p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; *Interlanguage; *Language Research; *Native Speakers; *Oral Language; Second Language Learning; *Verbs; Vocabulary
IDENTIFIERS- *Kenya

A study was carried out in Kenya to investigate the oral lexical production of learners of English as a Second Language with different native languages. The overall results revealed a clear difference between the Kenya language speakers on the one hand and native speakers on the other: native speakers showed an overwhelming preference for manner verbs of locomotion, while the Kenyans had a slight preference for path verbs. On closer investigation, it was found that there were significant differences between speakers of different native languages in the distribution of these motion verb types. This suggests that cross-linguistic influence can operate in quite subtle ways along with other factors. (Contains 45 references.) (Author/JL)

ED 353 784 FL 020 255

Davies, Sheena; And Others
An Investigation of a Timetabled Self-Access Session in a General English Programme.
PUB DATE- 91
NOTE- 15p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Classroom Observation Techniques; *English (Second Language); Foreign Countries; *Independent Study; Second Language Instruction; Second Language Programs; *Student Attitudes; Teacher Education; *Time on Task

This paper reports an investigation of a timetabled session in a self-access center with a General English program. Five classes were observed for three weeks to determine how the available time was actually used. Learners' opinions on the purpose and usefulness of the session were also sought. The most frequently observed activity overall was reading, but learner activities varied according to level of class. Although learners' opinions of the timetabled session seem favorable, questions are raised about the resourcing, lay-out and accessibility of the center and about the issues of learner-training and teacher-training for self access. (Author)

PUB DATE- Jul 92
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; Classroom Communication; Competency Based Education; Cultural Context; Cultural Traits; *Daily Living Skills; Dialogs (Language); Family Life; Food; Foreign Countries; Government (Administrative Body); *Grammar; Independent Study; *Intercultural Communication; Job Skills; Monetary Systems; Non Roman Scripts; Phonology; *Pronunciation; Public Agencies; Transportation; Turkic Languages; *Uncommonly Taught Languages; Vocabulary Development; Volunteer Training
IDENTIFIERS- *Kazakh; *Kazakhstan; Peace Corps

The text is designed for classroom and self-study of Kazakh by Peace Corps volunteers training to serve in Kazakhstan. It consists of language and culture lessons on 13 topics: personal identification; classroom communication; conversation with a host counterpart or family; general communication; food; money; transportation; getting and giving directions; shopping at a bazaar; reception by a host family; workplace language; medical and health issues; and interaction with officials. An introductory section outlines major phonological and grammatical characteristics of the Kazakh language and features of the Cyrillic alphabet. Subsequent sections contain the language lessons, organized by topic. Each lesson consists of a prescribed competency, a brief dialogue, vocabulary list, and grammatical and vocabulary notes. Many sections also contain cultural notes. Appended materials include a translation of the dialogues, glossary, word list, and brief bibliography on Kazakh language, history, and literature and culture. (MSE)

ED 353 811 FL 020 888

Pylypiuk, Natalia; And Others
Ukrainian: Language Competencies for Peace Corps Volunteers in Ukraine.
PUB DATE- Aug 92
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; Classroom Communication; Competency Based Education; Cultural Context; Cultural Traits; *Daily Living Skills; Dialogs (Language); Family Life; Food; Foreign Countries; Government (Administrative Body); *Grammar; Independent Study; *Intercultural Communication; Job Skills; Monetary Systems; Non Roman Scripts; Phonology; *Pronunciation; Public Agencies; Transportation; *Ukrainian; *Uncommonly Taught Languages; Vocabulary Development; Volunteer Training
IDENTIFIERS- Peace Corps; *Ukraine

The text is designed for classroom and self-study of Ukrainian by Peace Corps volunteers training to serve in the Ukraine. It consists of language and culture lessons on 12 topics: personal identification; classroom communication; conversation with a host family; food; getting and giving directions, and public transportation; the communications system; shopping; social situations; housing; workplace language; medical and health assistance; and use of community services. An introductory section outlines major phonological and grammatical characteristics of the Ukrainian language and features of the Cyrillic alphabet. Subsequent sections contain the language

EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advanced Courses; Art; Athletics; *Daily Living Skills; Economics; Environment; Health; *Language Proficiency; *Listening Comprehension; *Listening Skills; Mass Media; *Polish; Politics; Sciences; Second Language Learning; Skill Development; Social Change; Technology; Uncommonly Taught Languages; Workbooks
IDENTIFIERS- *Authentic Materials

The Polish instructional materials in this volume are designed to accompany the "Reading Authentic Polish" workbooks. Their purpose is to familiarize students, in the classroom or through independent study, with spoken Polish in real-life situations. All materials were taken from Polish radio and television in 1991-92, a period of rapid change in and around Poland, and are examples of programs Polish people listen to and watch daily. The book consists of 20 units, 10 at each of 2 proficiency levels, advanced and advanced-plus. An introductory section discusses the listening process and describes some listening strategies emphasized in the materials. The subsequent units have these topics: announcements; art; economic changes; environment; health; media; the political world; science and technology; society in transition; and sports. The units are to be accompanied by audiocassette tapes (not included). Each unit contains a series of comprehension exercises geared to a specific tape sequence. The answer keys and lists of references and copyrights for the texts are appended. (MSE)

ED 353 832 FL 020 932

Bain, Margaret S.
The Aboriginal-White Encounter: Towards Better Communication.
PUB DATE- 92
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Anthropology; Australian Aboriginal Languages; Beliefs; *Cognitive Processes; *Communication Problems; Comparative Analysis; Cross Cultural Studies; Cultural Differences; Cultural Traits; Foreign Countries; *Indigenous Populations; *Intercultural Communication; Language Research; *Sociocultural Patterns; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- *Aboriginal People; *Australia; Pitjantjatjara

The research reported here seeks to explain communication failure between Whites and Aboriginals in Australia, based on an examination of fundamental concepts underlying the world view of each group. The research arose from the observation that in Aboriginal-White encounters, each group had different expectations of and conclusions about the same events, often leading to misunderstanding and resentment. The study focuses on one such encounter occurring in 1968, during a change in government policy toward Aboriginal self-determination. The first eight chapters seek to explain the problems by stages: recognition by Aborigines and Whites of a cross-cultural communication problem; analysis of the communication in the encounters; comparison of four researchers' accounts of Aboriginal sacred rites; consideration of Aboriginal concepts of time and space; cross-cultural contrast in degrees of abstraction (Piagetian theory); description of the 1968 encounter; examination of the Aborigines' language, Pitjantjatjara; examination of the Aborigines' responses to a

MATC and a high school; advanced standing chart; brochure on MATC tour; awareness partnership proposal; sample quarterly newsletters; publicity; and advisory board committee list.) (YLB)

ED 353 375 CE 062 763

Murk, Peter J.
No Mountains...Nor Seashore...Just Hoosier Hospitality: An Elderhostel Case Study at Ball State University.
PUB DATE- 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 4-6, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Programs; Adult Students; *College Programs; Higher Education; Lifelong Learning; Needs; *Older Adults; Program Effectiveness; *Retirement; *Self Actualization
IDENTIFIERS- *Ball State University IN; *Elderhostels

The Elderhostel program has provided many older persons with a stimulating learning experience at colleges throughout the United States and 46 other countries since its beginning in 1975. Participants in Elderhostel--who usually are retired, are more likely to be women than men, and range in age from 60 to the mid-90s--study topics of interest to them at a college for 1 or 2 weeks. Ball State University in Indiana conducts an Elderhostel program that has been very successful, as evidenced by the number of participants who return every year, as well as by the enthusiasm of the participants. Ball State's program includes lodging and food, classes taught by enthusiastic instructors, tours of campus and area landmarks, a wine-and-cheese reception in a campus mansion, use of all facilities, evening theater and concerts, and a graduation dinner and evaluation brunch. The complete package costs about $280 per participant. The Ball State program, as do other Elderhostel programs, fill older persons' needs for socialization, skill upgrading, intellectual stimulation, and new experiences. (KC)

ED 353 376 CE 062 764

Lifelong Learning Trends: A Profile of Continuing Higher Education. Second Edition.
PUB DATE- Mar 92
NOTE- 63p.; For an earlier version, see ED 319 961.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Continuing Education; Corporate Support; Educational Finance; Enrollment Projections; Enrollment Rate; *Enrollment Trends; Fringe Benefits; Higher Education; *Lifelong Learning; Participant Characteristics; *Participation; Paying for College; School Business Relationship; *Student Characteristics; *Student Financial Aid; Teacher Supply and Demand; Trend Analysis; Veterans Education

This publication provides national data on trends and participation in continuing higher education. The charts have been derived from data collected by the National University Continuing Education Association and governmental and private organizations. Narrative accompanies each chart. Section I highlights factors contributing to growth: part-time students, Missouri; Charleston, South Carolina; and Newark, New Jersey. Each profile consists of brief descriptions of the following: a site visit to a local adult education program site; an informal meeting with a small group of state directors of adult education and administrators of local programs; and the public hearing, at which a total of 180 state administrators, local practitioners, students, public officials, volunteers, community leaders, and representatives from business, labor, and community organizations shared their views or submitted written testimony. The second part summarizes testimony presented during the four formal public hearings. The information is presented in a series of six broad topical areas, each concerned with the challenges of expanding the capacity and improving the quality of service provided by the adult education and literacy delivery system: coordination, program effectiveness, professional development, a diverse provider network, funding, and special needs populations. Whenever possible, the actual words of hearing participants have been used to provide clarity and focus to concerns expressed. At the end of each topical area, one or more recommendations are highlighted. Appendixes include lists of testifiers, testifiers by type of organization, federal hearing officials, and site visit contacts. (YLB)

ED 353 395 CE 062 803

Moving Forward with Modern Vocational Education Programs. Abstracts for Vocational Education Exemplary and Innovative Project Grants 1987-88, 1988-89.
PUB DATE- Nov 90
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Allied Health Occupations Education; Basic Skills; *Business Education; Computer Uses in Education; *Demonstration Programs; Distributive Education; Educational Improvement; *Educational Innovation; Educational Legislation; Emerging Occupations; Federal Aid; Federal Legislation; *Home Economics; Industry; Instructional Innovation; Job Training; Marketing; Occupational Home Economics; Office Occupations Education; Postsecondary Education; Poverty Areas; Rural Areas; School Business Relationship; Secondary Education; State Programs; Technological Advancement; Technology; Telecommunications; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *North Carolina

This volume provides a one-page abstract for each of the vocational exemplary and innovative projects in the state of North Carolina that were funded in 1987-88 and 1988-89 as authorized by the 1984 Carl D. Perkins Act. Each abstract provides the following information: title of project; local education authority; project coordinator; address; telephone number; project period; number of students benefiting from grant; number of teachers involved; organizations or companies involved with project; expenditures from grant funds; local expenditures; total expenditures; brief description of project; objectives; procedures; products; general evaluation; and comments. The 1987-88 projects are as follows: Expanded Computer Applications in Agricultural Education; Using Telecommunications in Various Business Courses; Incorporating Advanced Business Computer/Management Training in Office Occupations I; Using Desktop Publishing in Graphics and Office

(3) the connections between educational institutions and employers; and (4) use of skill standards to organize sub-baccalaureate labor markets. Two appendices describe labor markets and describe interview methods and protocols. There are 67 references. (CML)

ED 353 413 CE 062 826

Cross, K. Patricia
Pedagogical Pluses in Vocational Education. Working Papers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Certification; Evaluation Criteria; *Feedback; *Instructional Effectiveness; Postsecondary Education; *Problem Solving; Secondary Education; Standards; Student Educational Objectives; Student Evaluation; *Vocational Education

Vocational education has many pedagogical advantages over academic education in meeting three critical conditions of excellence. The first critical condition is student involvement. Most vocational education programs tend to involve students intensely and personally with peers and teachers. The natural advantage most vocational education has over academic education is that much of it consists of problem solving, a form of active learning. Both vocational and academic students must be able to analyze, synthesize, and evaluate information. The second critical condition is feedback between the teacher, the student, and the institution. An advantage that vocational education has in this area is that it develops the student's ability to perform a given procedure, which is usually observable, assessable, and indicative of whether students can apply their learning. Classroom research, such as "minute papers" and self-diagnostic learning logs provide feedback and require students to engage in the higher-level learning activities of synthesis, application, and evaluation. The third critical condition is high standards. Education at all levels is often criticized for its lack of standards and high expectations. Vocational educators have a pedagogical plus in the form of external licensing procedures that sometimes exist and in advisory committees, which can provide an outside check on the quality of student performance. (Contains 11 references.) (CML)

ED 353 414 CE 062 827

Wrigley, Heide Spruck
Competitive Skills Project (CSP). External Evaluator's Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 20 Jun 92
NOTE- 14p.; For the final report, see ED 348 489.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Communication Skills; Corporate Education; *Critical Thinking; Education Work Relationship; Employer Employee Relationship; *Literacy Education; Mathematics Instruction; *Problem Solving; Program

3 discusses needs assessment, target groups, outreach and networking, publicity, and initial advice and guidance. Chapter 4 addresses content, learning approaches, and progression. Chapter 5 focuses on objectives, feedback and monitoring, and assessment and certification. Chapter 6 discusses staff and their support and training. Each chapter begins with a list of key points and ends with a checklist that can be used to assess progress in providing women's education. Chapter 7 lists some questions to help staff address the issues. Appendixes include a checklist of good practice for planning educational provision for women; a selected reading list of 47 references on women's education; and a list of resources and materials for women's education--self-help groups, child care, course materials for educational work with women, useful books for women learners, and guidelines for good practice in women's education. (YLB)

ED 353 432   CE 062 854

Integration of Social Studies Principles in the Home Economics Curriculum.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Aug 92
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Curriculum Development; Economics; Family Life Education; Food; Geography; History; *Home Economics; Home Management; *Integrated Curriculum; Nutrition; Political Science; Secondary Education; *Social Studies; State Curriculum Guides; Textiles Instruction
IDENTIFIERS- Texas

This document is intended to help secondary home economics teachers incorporate social studies principles into their curriculum. After an introduction, the document is divided into three sections. The first section identifies and explains fundamental principles within social studies and covers the history and current state of the social studies curriculum. Then it lists social studies concepts and skills in economics, history, government and politics, geography, psychology, sociology, and anthropology. The bulk of the document consists of tables that relate each identified social studies concept and skill to explanations and examples of how it can be integrated into the home economics curriculum. The second section suggests integrated learning and evaluation experiences in the following areas: child development; consumer economics; family health; family life; food science and nutrition; housing; management; managing work and family; textiles and apparel; and the world of work. Section 3 provides teaching aids that illustrate the following concepts: (1) market economy; (2) governmental checks and balances; (3) the research process; (4) types of economic systems; (5) Erikson's stages of life; (6) social norms; and (7) categories of resources. There are 23 references and an index. (CML)

ED 353 433   CE 062 858

Advanced Child Development. Reference Book.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jun 92
NOTE- 268p.; For a related curriculum guide, see ED 306 378.

job learning, liability, and certification are also addressed. Student recruitment, including strategies to overcome the negative image that vocational courses have in some high schools, and staff development are addressed. Finally, job placement for graduates is covered in the closing section of the guide. Appendixes provide a list of resources (government and private projects and councils with addresses) and 43 references. (KC)

ED 353 450 CE 062 889

Massachusetts Career Development Institute in Partnership with the Geriatric Authority of Holyoke, Massachusetts. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 183p.; Some pages contain illegible type.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Allied Health Occupations Education; Continuing Education Units; Curriculum Development; *English (Second Language); *High School Equivalency Programs; Job Skills; *Literacy Education; *Nurses Aides; Nursing Homes; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Staff Development
IDENTIFIERS- *Workplace Literacy

Onsite workplace education was provided for employees of the Geriatric Authority of Holyoke (GAH), Massachusetts. Instructional programs in English as a Second Language, adult basic education, and General Educational Development (GED) preparation were offered. The union and supervisors assisted in a broad recruitment effort. Individualized educational plans were developed for each participant. The program offered a minimum of 200 hours of instruction to 81 GAH employees. An oversight committee monitored the program on a monthly basis. The Test of Adult Basic Education was the primary testing component; a modified version of the Tennessee Self Concept Test was also used. Curriculum development involved identification of 27 job-related skills required of nurses' aides by Massachusetts and writing of 19 booklets that taught these basic skills. Continuing education units were awarded for successful completion of job-related curriculum packages. Two participants passed the GED examination; eight passed the state licensing examination. (The 30-page report is followed by these appendixes: recruitment materials; assessment instruments; list and samples of job-related curriculum; award ceremony materials; and sample staff development material. An evaluation report describes training programs, contains 15 tables of trainee demographics and trainee job characteristics, and provides narrative and six tables showing analyses of test results and attendance records.) (YLB)

ED 353 451 CE 062 891

Hellman, Linda
Pima County Workplace Literacy Partnership. Final Report, March 1, 1991-November 30, 1992.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Nov 92

address in broad terms who studies the field, how they study it, and some of the outcomes: "Changing Relationships between Theory and Practice" (Cervero); "How Research Produces Knowledge" (Merriam); "Evolution of a Formal Knowledge Base" (Long); "The Impact of Intellectual Leadership" (Griffith); "Disseminating and Using Adult Education Knowledge" (Brockett); and "Growth and Future of Graduate Programs" (Peters, Kreitlow). Part 2 contains six chapters, each of which considers the relation of selected disciplines to the study of adult education: "The Psychology of Adult Teaching and Learning" (Tennant); "Educational Leadership and Program Administration" (Knox); "A Critical Perspective on Sociology and Adult Education" (Griffin); "Philosophical Foundations" (Lawson); "Relationships with Political Science" (Thomas); and "Learning from the Discipline of History" (Stubblefield). Part 3 contains three chapters that deal with special issues and forces that help shape the academic study of adult education: "International Influences on the Development of Knowledge" (Cunningham); "Social, Professional, and Academic Issues" (Deshler); and "Advancing the Study of Adult Education: A Summary Perspective" (Peters). In an epilogue, Malcolm Knowles takes a fresh look at the future of adult education as a field of study and practice. Standards for graduate programs in adult education are appended, and name and subject indexes conclude the volume. (YLB)

ED 353 468 CE 062 938

Merriam, Sharan B.; Caffarella, Rosemary S.
Learning in Adulthood. A Comprehensive Guide.
PUB DATE- 91
NOTE- 376p.; Jossey-Bass Higher and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; Andragogy; *Cognitive Processes; Educational Environment; *Educational Philosophy; Educational Practices; *Educational Research; *Educational Theories; Student Characteristics

This book presents an overview of the body of knowledge about adult learning, including the context in which it takes place, who the participants are, what they learn and why, the nature of the learning process, the development of theory in adult learning, and other issues relevant to the practice of adult learning. The book takes into account recent work in sociology and philosophy as well as in psychology. The book is divided into five sections. Part 1 contains three chapters about the context of adult learning (social and cultural influences, formal settings, and self-directed activity). Part 2 focuses on adult learners--who they are, why they participate, and their developmental characteristics. The four chapters in part 3 explore various components of the learning process: key learning theories; age and intelligence; memory, cognition, and learning style; and adult cognitive development. Part 4 reviews theory-building efforts in adult learning, and Part 5 deals with issues that affect the provision of learning opportunities for adults, including social/political issues, ethical dilemmas, and theory-practice integration. The book lists 590 references. (KC)

LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Academic Achievement; *Childhood Needs; Elementary School Students; Elementary Secondary Education; Family Life; *Influences; *Psychological Needs; School Role; Secondary School Students; *Student Characteristics; *Student Problems

This monograph was written as a reference for practitioners who need an authoritative source of information on a wide variety of topics beyond the classroom and the child's own personal characteristics that influence school success. Included are 93 separate chapters, written by a diverse group of school psychologists and arranged alphabetically according to the following topics: access/visitation arrangements; adoption; aggressive behavior, allergies, anger; anorexia and bulimia; anxiety; assertiveness; biracial identity; birth order; cancer; career development; cheating; childcare; chronic illness; communicable diseases; competition; computer learning; corporal punishment; courts; creativity; delinquency; dependency; depression; different cultural backgrounds; divorce; drug abuse; encopresis; enuresis; family size; fear of nuclear threat; fears and phobias; firesetting; foster homes; giftedness; grades; grandparents; head injury; health promotion; hearing; homework; homosexuality; hospitalization; household chores; humor; hyperactivity; language development; learning styles; lying; maladaptive habits; masturbation; medication; moral responsibility; moving; nailbiting; nutrition; obesity; organization; peer relations; perception of time; physical abuse; play; prejudice; prematurity; psychiatric involvement; psychological abuse; reactions to death; reading; religion; responsibility; running away; school entry decisions; seizures; self-control; sexual abuse; sexual interest; shyness; siblings; siblings of the handicapped; single-parent homes; stealing; stepfamilies; stress; study skills; suicide; teasing; television; temper tantrums; temperament; thumbsucking; troubled families; vision; and working parents. (NB)

ED 353 488 CG 024 706

Sandoval, Jonathan, Ed.
Resources in Crisis Intervention: School, Family and Community Applications.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crisis Intervention; Elementary School Students; Elementary Secondary Education; *Psychological Needs; School Counseling; School Psychologists; *School Role; Secondary School Students; *Student Needs

Originally developed to respond to the Desert Storm/Persian Gulf War, this resource book provides information designed to help parents, teachers, and service providers to plan and implement a comprehensive response to meeting children's emotional needs during a crisis. Contributors are experts on different kinds of crises that school age children typically face. Papers included are: (1) "Crisis Counseling in the Schools" (Jonathan Sandoval); (2) "Crisis Counseling: Conceptualizations and General Principles" (Jonathan Sandoval); (3) "Best Practices in

American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Coping; Foreign Countries; *Sex Differences; Sex Role; *Social Support Groups; *Stress Variables; *Work Environment
IDENTIFIERS- Canada

The influence of sex and gender-role orientation on social support and coping with occupational stressors was examined through interviews with 19 male and 20 female managers who were matched for job level. It was hypothesized that instrumentality would be related to problem-focused coping, whereas expressivity would be related to coping by seeking social support. It was further expected that those high in instrumentality would be more likely to seek informational support, whereas those high in expressivity would be more likely to seek emotional support in stressful situations. The results support the contention that few sex differences in coping with work stress emerge when males and females are equivalent in occupation and position. Women reported experiencing more job-related stressors and coping with general stressful situations through self-blame more often than did men. Androgynous managers were least likely, and undifferentiated managers most likely, to cope using wishful thinking. Managers who were high in expressivity perceived themselves to be under less stress and to have received more social support in specific stressful situations than those low in expressivity. (Author/NB)

ED 353 506 CG 024 724

Smith, M. C.; And Others
Is Clarity of Self-Concept Related to Preferred Coping Styles?
PUB DATE- Aug 92
NOTE- 24p.; Poster presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Higher Education; Life Events; *Self Concept; *Self Esteem; Stress Variables; Undergraduate Students

This study examined the relationship between self-esteem, self-concept clarity, and preferred coping strategies for stressful events and ongoing situations in 175 undergraduate students. It was hypothesized that higher self-esteem would be related to a clearer self-concept and that a clearer self-concept would be related to more positive coping styles while an unclear self-concept would be related to more negative coping styles. Subjects completed a two-part longitudinal questionnaire, with a one-month time interval between administrations of the two questionnaires. Self-reports on self-esteem, self-concept clarity, and general coping styles were obtained during part 1; the events and situation checklists and information on specific event and situation coping styles were obtained during part 2. The results of the regression analyses demonstrated that subjects with a clearer self-concept tended to make use of active and more adaptive coping strategies (e.g., planning and action) while subjects with a less clear self-concept tended to make use of more passive and maladaptive coping strategies needed if practitioners are to provide the most effective form of career counseling for their clients. In this exploratory study, 216 undergraduate students who were enrolled in a career planning course and had scored as being low in vocational identity on the Identity Scale were assessed. Three relatively new diagnostic inventories were used: the Career Planning Confidence Scale, the Goal Instability Scale, and the Career Factors Inventory. Analyses of the diagnostic measures revealed that low levels of self-esteem, low confidence in readiness for career planning and low confidence in the ability to do self-assessment, as well as high levels of career choice anxiety, need for self-knowledge, and goal instability offered the greatest diagnostic potential for predicting lack of success in the course. (ABL)

ED 353 526 CG 024 744

Singer, Elaine; Houtz, John C.
Teacher Consultation To Develop Students' Higher Level Thinking Skills.
PUB DATE- Aug 92
NOTE- 36p.; Paper presented to the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Thinking; Grade 7; Grade 8; Junior High Schools; Junior High School Students; Motivation; *School Psychologists; Teachers; *Thinking Skills

An inservice consultation program between teachers and a school psychologist was designed to establish classroom conditions to improve 7th- and 8th-grade students' (N=233) thinking skills. Inservice training conducted by the psychologist emphasized encouragement of ideas, modeling thinking skills, opportunities for practice, and support of diverse approaches to tasks. Teachers and the school psychologist collaborated on skills application during 8 months of consultation. Also collected and presented were data from monthly observations of classroom interaction. Students completed Torrance Tests of Creative Thinking and both teachers and students completed the Classroom Activities Questionnaire, which measures perceptions of the thinking skills environment. Torrance scores did not increase but posttest differences in favor of the consulting group were observed on classroom climate observations. It was concluded that a teacher/school psychologist consultation program enabled teachers to increase motivational climate. In conclusion, inservice training and consultation enabled teachers to structure a classroom environment and model and describe thinking processes to support students' higher level (divergent) thinking. (ABL)

ED 353 527 CG 024 745

Handcock, Helen
Alberta Career Events: A Planning Guide and Workbook for Counsellors and Teachers.
PUB DATE- Sep 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

compensation to the persons who have suffered the discrimination. Educators must be willing to accept responsibility for reforming education, and to create the time, place, and ethos to permit it. (Contains 24 references.) (RS)

ED 353 546 CS 011 148

Owens, Eileen Kane
Parent Decision Making in Reading Aloud to First Graders.
PUB DATE- Dec 92
NOTE- 9p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992). Based on a doctoral dissertation, National-Louis University; see ED 349 534.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; *Parent Student Relationship; Primary Education; *Reading Aloud to Others; Reading Materials; Reading Research; *Reading Strategies; Young Children
IDENTIFIERS- Emergent Literacy

A study examined parent decisions prior to and during reading aloud events with their first-grade children. Subjects were the parents of 342 first-graders in a suburban public elementary school district. Multiple methods of data collection were used, including surveys, diaries, interviews, videotapes, and stimulated recalls. Based on an analysis of survey data, 16 parents were selected to further participate in data collection. Some of the findings from the surveys included the following: almost all parents said they read aloud to their first graders; the mother was the parent who was by far the most likely to do the reading; the percentages of mothers who worked and read to their first graders were similar to those who were not employed outside the home; storybooks were overwhelmingly the most commonly used genre; and a switch from home libraries to public libraries as primary sources of materials was found. Analysis of the additional data sources, particularly the interviews, showed that patterns existed--parents who made similar decisions were grouped together in one of six categories. Parents in four of the categories (professionals, artists, journeymen, and laborers) regularly read to their children, while parents in the categories of craftsmen or novices did not regularly read to their first graders. Findings suggest that while the importance of routine reading events should not be minimized, decisions parents make regarding purposes, materials, and strategies will also highly influence the effectiveness of their reading aloud events. (RS)

ED 353 547 CS 011 149

Pace, Ann Jaffe
Two Thousand Years of Interactive Readers: The Jewish Tradition of Text Study and Commentary.
PUB DATE- Dec 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Biblical Literature; *Judaism; *Reader Text Relationship; *Reading Processes; *Reading Strategies; Text Structure

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; High School Seniors; High School Students; *Reading Attitudes; *Reading Habits; *Reading Interests; Reading Research; Sex Differences; *Student Attitudes
IDENTIFIERS- High School Sophomores; North Ridgeville City School District OH

A study surveyed 449 seniors and sophomores at North Ridgeville (Ohio) High School to determine their reading interests. The survey of 18 questions revealed the following findings: (1) favorite type of novel was horror; (2) favorite author was Stephen King; (3) favorite magazines were "Seventeen" and "Sports Illustrated"; (4) favorite type of literature was the short story; and (5) 42% of the students read one or more books a month. There was a significant relationship between reading frequency and other variables such as GPA, gender, or other reading variables. No significant relationship existed between reading frequency and other variables such as hours spent watching television or working, number of sports participations, or parents' reading frequency. The majority of students surveyed showed a positive attitude toward reading. (Ten tables of data are included; the survey instrument, and lists of favorite books, authors, and magazines are attached.) (Author/RS)

ED 353 567 CS 011 174

Alvermann, Donna E.; Guthrie, John T.
Themes and Directions of the National Reading Research Center. Perspectives in Reading Research, No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Literacy; *Mission Statements; Program Descriptions; Reading Achievement; *Reading Instruction; *Reading Research; *Research Needs; *Research Projects
IDENTIFIERS- America 2000; *National Reading Research Center; Reading Motivation

This paper describes the National Reading Research Center (NRRC), a federally funded center that intends to carry out research to discover what promotes readers' engagement in literacy activities, foster their critical thinking and strategic learning, and prepare them to meet the challenges of a technological age. The paper describes the mission of the NRRC, perceived needs in reading research, the people in the NRRC, research programs in the NRRC (embracing instruction, learning, assessment, and professional development), planned collaborations and activities, and forthcoming products and publications. The paper concludes that the NRRC research agenda incorporates the goals and problems identified in the America 2000 plan. Twenty-four references, a list of the members of the NRRC national advisory board, and a list of the 41 research projects at NRRC are attached. (RS)

ED 353 568 CS 011 175

students' attitudes about expressive writing. In addition, six students representing three different levels of reading achievement were selected for closer observation. Results showed that the reading comprehension of college students is enhanced when they are given the opportunity to respond in expressive writing when comprehending expository text. Furthermore, the personal engagement fostered by expressive writing resulted in increased class participation. (Two figures of data and six tables are included.) (SR)

ED 353 586 CS 213 651

Cooper, Patsy
When Stories Come to School: Telling, Writing, and Performing Stories in the Early Childhood Classroom.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; New York State Council on the Arts, New York.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Class Activities; *Creative Dramatics; Early Childhood Education; Invented Spelling; *Story Telling; Whole Language Approach; *Writing (Composition); Young Children
IDENTIFIERS- Childrens Writing; *Emergent Literacy; Process Approach (Writing)

This book offers pre-school teachers, kindergarten teachers, daycare workers, and parents ways to help young children begin to read and write, by placing stories at the very center of the early childhood curriculum. The book includes an in-depth discussion of the crucial pedagogical and developmental roles that stories can play in early childhood education, as well as a practical guide to having children tell their own stories and perform them with their classmates. The book also discusses the use of videos, and the uses and misuses of Whole Language, invented spelling, and the writing process. Chapters in the book are: (1) Stories in Search of Classrooms; (2) Lessons from Home; (3) What I Had to Learn about Stories in Classrooms; (4) When Young Children Dictate and Dramatize Their Own Stories; (5) Portraits of Young Storytellers; and (6) A Guide to Storytelling in the Classroom. Appendixes present sample stories dictated to teachers, sample transcripts of dictation, a list of books and stories children like to dramatize, and brief descriptions of related classroom literacy activities. (RS)

ED 353 587 CS 213 652

From Words to Stories.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; Educational Trends; Elementary Secondary Education; Ethical Instruction; Ethics; Higher Education; *Moral Issues; *Moral Values; Rhetoric; Speeches; *Values Education
IDENTIFIERS- Educational Issues; Historical Background; Spirituality; Utah

This address begins by reviewing the long heritage in Utah (132 years) of teachers gathering together for the purpose of improving their service to students. But there is danger of the system hardening and becoming more important than the services it was created to deliver, and it is within the frame of these historical choices that the address then suggests that what in academia is now called "ethics in education" should be called "morality in education." The address argues that the issue of morality in education is the same issue that poses the central problem in intellectual history: Do individuals have both a spiritual and physical dimension or just a physical dimension? The address then considers a primary response to the problem, citing the historians' explanation for the shift from traditional beliefs to the modern perspective known as the "secularization hypothesis," an explanation popularized by theorists such as Marx, Comte, Dewey, Freud, and others. Two personal experiences which provide a "bookends" view of rhetoric are cited--that of winning a high school debate tournament, and, much later, that of serving as the president of the Far Western Philosophy of Education Society, and between these two experiences came the realization that talent, however useful, is not a quality foundation for human life. Instead, it is argued, morality is rooted in genius (in the ancient sense of an attendant spirit allotted to every person at birth to preside over destiny in life), not in talent. The address concludes that morality in education, therefore, depends upon the educator having the willingness and courage to acknowledge the existence of a spiritual domain. (RS)

ED 353 608 CS 508 029

Shea, B. Christine
Anecdotia Ad Nauseum: An Argument Analysis of D'Souza's "Illiberal Education."
PUB DATE- Feb 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Cultural Pluralism; *Discourse Analysis; *Educational Trends; *Higher Education; Multicultural Education; Persuasive Discourse; *Rhetorical Criticism; *Rhetorical Theory
IDENTIFIERS- *D Souza (Dinesh)

In his book, "Illiberal Education," Dinesh D'Souza dramatizes the transformation of American campuses and the academic revolution that is allegedly toppling traditional notions of Western civilization. However, many scholars are concerned that D'Souza'a collection of examples might leave readers with a false impression of the severity of problems on campuses, and an analysis of D'Souza's argument reveals that these concerns are not unwarranted. The primary method of his argument is extensive use of anecdote. The theory of anecdotal evidence is paradigm of catharsis, 12-step programs successfully achieve catharsis among members because there appears to be a controlled identification between the speaker (performer) and the group (audience). Two widely recognized common themes in Alcoholics Anonymous are the process of self-introduction as an addicted person, and "hitting bottom." In Prieto's model, the introduction serves to get the attention of the group and serves the function of unity within the fellowship, while the admission of personal powerlessness summed up the phrases "hitting bottom" marks the beginning of self-recognition and the start of the process of recovery. Within 12-step programs, there are also numerous life metaphors. Two of the most significant are powerlessness and a "higher power" (crucial to the recovery process). The communication styles used in these programs, and the cohesiveness of the groups, provide the researcher with a cogent group or culture to study. Additionally, the symbols used within these groups are unique and easily definable, making them relatively uncomplicated to observe and study. (Attached are copies of the 12 steps and the 12 traditions of Alcoholics Anonymous and a 31-item bibliography). (NKA)

ED 353 628 CS 508 063

Kelly, Kathleen S.
Losing Control in the Nonprofit Sector: An Examination of Fund-Raising Encroachment.
PUB DATE- 30 Oct 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992). For a related study, see ED 349 603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Fund Raising; Interviews; Models; *Nonprofit Organizations; Organizational Change; *Public Relations
IDENTIFIERS- Louisiana; Maryland

To build theory, a study (the third stage in a program of research) examined encroachment by fund raising on public relations in the nonprofit sector. Two sets of in-depth interviews were conducted with 19 public relations managers in nonprofit organizations in Maryland and Louisiana. The organizations represented in the purposive sample fell into four of the six major categories of recipient organizations (arts, culture and humanities; education; health; and human services). Results indicated that whereas only seven of the organizations represented in the study were in a fund-raising encroachment state, three more practice public relations under encroachment from a function other than fund raising, and of the remaining nine public relations departments reporting a structurally separate relationship with fund raising, seven appear to be vulnerable to future encroachment. Results also indicated that: (1) the role as technician, perception of public relations as a secondary function, organizational turbulence, and dependency on private gifts lead to the takeover of the public relations department; and (2) although titles were found to be weak indicators of organizational power, higher salaries paid to fund raisers and the participation of the public relations function in the decision-making process were found to be strong predictors of vulnerability, or antecedents, to fund-raising encroachment. A model of fund-raising encroachment was developed from the findings. (Two tables of data and a figure presenting the model

Rowell, Patricia M.
Communicating in the Classroom: An Interpretive Study in Two Junior Secondary Schools. Research Reports.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Jun 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Techniques; Developing Nations; *English (Second Language); Junior High Schools; *Language of Instruction; Learning Processes; Learning Strategies; *Speech Communication; *Written Language
IDENTIFIERS- *Botswana

An interpretive account of two schools participating in the piloting of a new English program in Botswana junior secondary schools is presented in this paper. Methodology involved observation; analyses of school documents and student texts; and interviews with students, teachers, and administrators. Based on the perspective that teaching is an interactive exchange mediated by language, the study sought to describe the nature of classroom interactions in Botswana junior secondary schools. Examples of oral and written texts produced by teachers and students during lessons are described. With regard to communicating messages, teachers saw their goal as one of transmitting the information needed to pass the examination. This resulted in a lack of student cognitive engagement and in an emphasis on authority. With regard to creating meaning through communication, students concentrated on replicating rather than "re-presenting" information. With regard to language and learning, teachers' use of English as a second language hindered students' ability to develop language and communication skills. A conclusion is that as long as teachers rely on a transmission-of-information approach to teaching, students will be constrained by the imposed frameworks of others' knowledge. Two figures are included. Appendices contain sample lessons. (Contains 7 references.) (LMI)

ED 353 648 EA 024 573

Fass, Simon M.; And Others
The Political Economy of Education in the Sahel. Efficiency Indicators Activity. IEES Project Monograph.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Oct 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colonialism; *Democratic Values; *Developing Nations; Educational Improvement; Educational Needs; *Educational Quality; Elementary Secondary Education; Foreign Countries; *Politics of Education; *Power Structure
IDENTIFIERS- *Sahel

The role of the political class in the debate on how to improve education in the Sahelian countries is examined in this monograph. Although cultural backwardness and faulty inquiry impede educational quality, the major problem is the absence of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Advocacy; *Child Welfare; *Community Programs; Community Support; Competence; *Educational Cooperation; Elementary Secondary Education; Family School Relationship; High Risk Students; Models; Prevention; *School Community Relationship
IDENTIFIERS- *Resilience (Personality)

Collaboration as an effective means for developing resiliency in children is examined in this document. The first section summarizes findings of literature on collaboration to develop a new paradigm based on the following features: obtaining community ownership; developing and utilizing people's strengths; and actively engaging children. Collaborators are being challenged not only to improve service delivery, but also to engage youth as resources, strengthen families, and empower communities. The second section describes the resiliency framework, which attempts to build environments that protect youth from succumbing to high-risk behaviors. The framework recognizes the critical roles of all adults in the child's environment, emphasizes improving the environment rather than children's behaviors, and builds on participants' strengths and capacities. The third section demonstrates how the principles of the resiliency framework can improve collaborators' effectiveness. Some tools, models, and programs are highlighted in the fourth section. The appendix provides information on additional tools, guides, and publications. (Contains 25 references.) (LMI)

ED 353 667 EA 024 600

Seeley, David S.
Needed: A New Kind of Educational Leadership. Policy Perspective and Action: School Leadership and Education Reform. PPA #1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; Administrator Effectiveness; *Administrator Role; *Educational Administration; *Educational Change; Educational Cooperation; Educational Policy; Elementary Secondary Education; *Leadership; *Leadership Qualities; Leadership Training; Models; Public Education

A framework for developing a new kind of educational leadership is described in this paper, which is based on three propositions. The first proposition states that the policy framework of U.S. public education is undergoing fundamental changes: a goal shift from tolerating mediocrity to expecting educational success for all, and a process shift from bureaucratic organization to a partnership model. The second proposition argues that these changes call not only for improved leadership, but for a different kind of leadership based on commitment to new goals and process, the ability to motivate commitment in others, and the ability to function during the transition. Finally, these leadership needs have significant implications for the selection and preparation of educational leaders. To meet these special leadership needs, changes are recommended with regard to recruitment; selection; preservice and inservice training; paradigm competence;

districts and from lower-income to higher-income districts, and ambiguities that exist between regulations for federal categorical programs and state interdistrict choice programs. Ten figures, 14 tables, and an executive summary are included. Appendices contain a description of the study methodology and copies of the surveys. (Contains 12 references.) (LMI)

ED 353 687 EA 024 632

A Study of the Drug-Free Schools and Communities Act. Report on State and Local Programs: Executive Summary.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Alcohol Education; *Drug Education; *Drug Legislation; Elementary Secondary Education; *Federal Programs; Prevention; Program Administration; Program Evaluation; Program Implementation; *State Programs
IDENTIFIERS- *Drug Free Schools and Communities Act 1986

Findings of a descriptive study of Drug Free Schools and Communities Act (DFSCA) state and local programs are summarized in this paper. The formula grant program, which began in fiscal year 1987, is the single largest drug prevention program funded by the federal government. This paper describes the early planning and implementation of DFSCA programs from 1986 to the 1988-89 school year. Methodology involved visits to 40 state and local programs and surveys mailed to all state education agencies, all state agencies administering the governors' DFSCA programs, over 1,800 local education agencies, and approximately 460 governors' award recipients. Findings indicate that increased awareness of drug and alcohol problems facilitated the expansion of a variety of school- and community-based prevention programs and statewide initiatives. Wide support for staff training at both the state and local levels and strong intergovernmental and communitywide collaboration existed. Overall, needs assessment, monitoring, and evaluation were weak at the state and local levels for both state education agencies and governors' programs. Finally, a shortage of state-level staff to provide technical assistance and conduct program monitoring was identified. Six tables and two figures are included. (LMI)

ED 353 688 EA 024 633

Myers, Dorothy; Stonehill, Robert
School-Based Management. Education Research Consumer Guide, Number 4.
PUB DATE- Jan 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decentralization; *Educational Innovation; Elementary Secondary Education; *Participative Decision Making; *Program Implementation; *School Based Management; School Restructuring

An overview of school-based management (SBM) and the issues involved are provided in this document. Information is offered on the following topics: the advantages and liabilities of SBM; its effect on the roles of the school board, superintendent, countries have adopted a largely voluntary sector organization supported from government finance and that all these countries recognize the urgency of developing policies and services for the increasing numbers of older persons with developmental disabilities. An American perspective on the issues is provided in commentaries by seven American authors. Most papers include references. (DB)

ED 353 708 EC 301 739

Integrating Students with Special Needs: Policies and Practices That Work. A Report from Professional Standards and Practice.
PUB DATE- May 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; Decision Making; Definitions; *Disabilities; Educational Change; *Educational Methods; *Educational Policy; Educational Practices; Educational Principles; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; Policy Formation; Program Implementation; Regular and Special Education Relationship; Social Integration; Staff Development

This monograph resulted from a meeting of regular and special education leaders which addressed what works for the successful inclusion of students with special needs in regular education classrooms. The monograph focuses specifically on inclusion of students with learning disabilities. After an executive summary, the paper includes a review of the current situation, an analysis of options, recommendations, and a glossary. Recommendations are framed in the form of questions to guide development of state and local strategies toward effective implementation of the least restrictive environment principles. Questions are derived from National Education Association policy and position statements and address: (1) educational environment, (2) policies and practices, (3) staff preparation/professional growth, (4) roles and responsibilities, (5) decision making, and (6) rights and responsibilities. A glossary presents definitions of 13 relevant terms including "at-risk students," "inclusive education," and "weighted formulas." (Contains 31 references.) (DB)

ED 353 709 EC 301 740

Kupper, Lisa, Ed.
Accessing Programs for Infants, Toddlers, and Preschoolers with Disabilities: A Parent's Guide = Programas para Infantes y Ninos Pre-escolares con Discapacidades: Guia para Padres de Familia. Update.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 92
NOTE- 41p.; For earlier editions (in English only), see ED 313 884 and ED 330 134.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

educators seeing the "gifted" label as creating social adjustment problems). On the remaining clusters the groups had the same opinions but differed in how strongly they felt. Educators of gifted students felt more strongly that the regular curriculum was not challenging enough for gifted students, that the programs for gifted students should address the emotional needs of the students, and that middle school teachers need more staff development in the characteristics and needs of gifted students. Educators of the gifted ranked their top three priorities as curriculum, teacher preparation, and appropriate identification while middle school educators selected curriculum, grouping practices, and teacher preparation as most important. The survey form and 24 references are attached. (DB)

ED 353 729 EC 301 760

Literacy and the Hearing Impaired Conference (Washington, D.C., May 18-20, 1989). Proceedings.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
PUB DATE- May 89
NOTE- 264p.; For individual papers, see EC 301 761-765.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Cognitive Processes; Computers; Elementary Secondary Education; Government Role; *Hearing Impairments; Information Centers; *Literacy; Literacy Education; Material Development; Professional Development; Program Development; Reading; Research Needs; Social Influences; Technological Advancement; *Technology; Writing (Composition)

This document presents conference materials and five conference papers on literacy and the hearing impaired. Preceding the papers, a section of general information provides an introduction, conference format information, and a commentary by Michael Rodda. Recommendations from the work groups and an executive summary are then presented. Recommendations focus on the following areas: additional responsibility for the Office of Special Education Programs (e.g., establish a clearinghouse on literacy and the hearing impaired), technology, research, professional development, material development, program development, and funding. Three of the papers, on the topic of psychological processes, have the following titles and authors: "Psychological Processes: Processes in Reading and Writing" (Robert Kretschmer); "Cognitive Processes and the Hearing Impaired Learner" (David Martin); and "Social Aspects of Literacy Acquisition and Use" (Karen Reed Wikelund). Two papers address literacy technology: "Adult Literacy, Computer Technology and the Hearing Impaired" (Eunice Askov) and "Literacy and the Hearing Impaired: Living, Moving, Dynamic Text" (Frank Withrow). Conference participants are listed. (DB)

ED 353 730 EC 301 761

Kretschmer, Robert E.
Psychological Processes: Processes in Reading and Writing. What We Know and Need To Know about Learner Competencies of Hearing Impaired Adolescents and Young Adults.
PUB DATE- May 89
NOTE- 31p.; In: Literacy and the Hearing Impaired Conference Proceedings (Washington, DC, May 18-20, 1989); see EC 301 760.
LANGUAGE- English

central to the consultation process and a critical diagnostic and problem-solving tool. A step-by-step model for planning and implementing specialized instructional programs is offered. Finally, an ecobehavioral perspective on consultation is advocated as a useful model for the consulting teacher. (Contains 81 references.) (DB)

ED 353 748 EC 301 781

Masters, Lowell F.; And Others
Teaching Secondary Students with Mild Learning and Behavior Problems: Methods, Materials, Strategies. Second Edition.
PUB DATE- 93
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Disorders; Behavior Problems; Career Education; Compensatory Education; Computer Uses in Education; Educational Principles; Education Work Relationship; Humanistic Education; Interpersonal Competence; Learning Disabilities; Learning Problems; *Learning Strategies; *Mild Disabilities; Outcomes of Education; Program Administration; *Remedial Instruction; Secondary Education; Student Characteristics; Student Development; Student Educational Objectives; *Student Evaluation; *Teaching Methods; Transitional Programs; Tutorial Programs; Vocational Education

This revised text on teaching junior and senior high school students with mild learning and behavior problems is intended to provide a reference for practical and proven ideas. Principles of the instructional approach advocated include: outcome-based educational programming inclusive of learning strategies and career education; use of the cooperative/collaborative instructional model; and preparation for transition to adult life in the community. Individual chapters address the following topics (and sample subtopics): (1) an overview of adolescents with learning and behavioral differences (classification, definition, and terminology); (2) program administration (organizational models, curricular design, and team planning); (3) the assessment process (prereferral activities, the interdisciplinary team process, and teacher assessment); (4) instruction in learning strategies (cognitive strategies, strategies for improved thinking, and social skills training); (5) remedial instruction (motivation, reading, writing, and mathematics remediation); (6) compensatory and tutorial instruction (mnemonic instruction); (7) vocational education and transition instruction (definitions and program components); (8) affective and social skills instruction (assessing and developing affective-social skills); and (9) technological applications (computer software, interactive video, and administrative applications for microcomputers). Appendices list instructional materials, classroom instructional modifications, a form for transition planning, and software resources. Individual chapters include references. (DB)

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Classroom Research; Classroom Techniques; College School Cooperation; *Disabilities; Educational Methods; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Instructional Materials; Preservice Teacher Education; Research Methodology; Teacher Administrator Relationship; *Teacher Role
IDENTIFIERS- *Teacher Researchers

This paper looks at why there are so few teacher researchers and how such professionals can be encouraged, in the light of the reform movement in both general and special education which demands that teachers take on new roles including that of researcher. Institutions of higher education are urged to show their respect for research by teaching teachers validated instructional methods, teaching them such critical skills as reading and evaluating the research literature, and supporting teachers who seek to innovate or question currently popular teaching methods. Local education agencies are urged to encourage faculty to research and evaluate various educational products, utilize available university resource personnel, work toward better communication between teachers and principals, and make data part of the school culture. (Contains 11 references.) (DB)

ED 353 764 EC 301 798

Baumgart, Diane
Philosophy, Differences, and Education.
PUB DATE- 92
NOTE- 15p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Educational Philosophy; Educational Practices; Elementary Secondary Education; *Human Relations; *Individual Differences; Interpersonal Relationship; Limited English Speaking; *Mainstreaming; Models; *Severe Disabilities

This paper argues that the philosophic assumptions underlying full inclusion efforts for students with severe disabilities and other restructuring movements are actually barriers to "best practice" implementation, and an alternative perspective based on social relations is offered. First two different perspectives on disability, the "different person" perspective (which sees differences as inherent and immutable) and the rights perspective (which views all individuals as entitled to the same rights, services, and outcomes) are compared. Both perspectives are seen to result in a dilemma and be inappropriate to guide current restructuring. In contrast, the social relations perspective views differences in the context of relationships which are expected to change with time or as the comparison basis changes. This perspective is applied to a case in which an emphasis on gender differences in provision of maternity leave is replaced with relation-based provision of parental or family leave. Other examples apply the social relations perspective to inclusion of students with severe disabilities and the provision of bilingual/bicultural education to all students and not just to the Spanish-speaking

ED 353 785 FL 020 256

Owusu-Ansah, L. K.
Is It Or Is It Not Interlanguage? A Head-On Confrontation with Non-Native English.
PUB DATE- 91
NOTE- 12p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- College Students; *English (Second Language); Foreign Countries; Grammar; Higher Education; Interaction; *Interlanguage; Language Styles; Language Variation; *Second Language Learning; Transfer of Training
IDENTIFIERS- *Ghana

Deviation for native-speaker norms in non-native varieties of English are often regarded as interlanguage features which must either be weeded out through teaching or which the learner will eventually abandon as his competency moves in the direction of the target language. It is argued in this paper that some deviations are motivated by style, even though they may reflect first language-influence. To support this argument the language of university students in Ghana was analyzed with emphasis on instances of coordination which break grammatical rules. The conclusion reached is that coordination is not an interlanguage feature in Ghanaian English, but rather different types of coordination are used to signal varying levels of formality in social interaction. This paper goes on to draw some implications of this conclusion. (Contains 18 references.) (Author)

ED 353 786 FL 020 257

Ferguson, Gibson
Conditionals and the Expression of Regret and Relief: Towards a Fragment for a Communicative Grammar.
PUB DATE- 91
NOTE- 15p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Communicative Competence (Languages); Discourse Analysis; Foreign Countries; *Grammar; Language Research; *Language Usage; Linguistic Theory; Pragmatics; Semantics
IDENTIFIERS- *Conditionals

This paper begins with an outline of some desirable properties of a communicative-pedagogical grammar. This serves as a theoretical point of reference for the subsequent description of a narrowly bounded semantic area, that of regret and relief. Conceptual analysis reveals a systematic relationship between these two emotions, which is grammaticalized through the so-called 'unreal conditional.' The paper then investigates the pragmatic and discoursal circumstances that encourage the selection of a conditional exponent for the expression of regret. There is, finally, a brief discussion of pedagogical implications arising from the preceding description. (Contains 28 references.) (Author)

ED 353 787 FL 020 258

lessons, organized by topic and each introduced with cultural notes. Each lesson consists of a prescribed competency, a brief dialogue, vocabulary list, and notes on grammar, vocabulary, pronunciation, and spelling. Appended materials include a list of the competencies in English, definitions of grammatical terms, more extensive notes on declensions and verb conjugations, and topical vocabulary lists. (MSE)

ED 353 812 FL 020 889

Moroccan Arabic Textbook. Student Edition.
PUB DATE- 92
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; *Arabic; Classroom Communication; Competency Based Education; Cultural Context; *Daily Living Skills; Dialogs (Language); Family Life; Food; Foreign Countries; Government (Administrative Body); *Grammar; Idioms; Independent Study; *Intercultural Communication; Job Skills; Monetary Systems; Non Roman Scripts; Phonology; *Pronunciation; Proverbs; Public Agencies; Regional Dialects; Sociocultural Patterns; Transportation; Uncommonly Taught Languages; Vocabulary Development; Volunteer Training
IDENTIFIERS- *Arabic (Moroccan); *Morocco; Peace Corps

The textbook is designed for Peace Corps volunteers learning the variety of Arabic mostly widely spoken in Morocco. It contains 10 lessons, each consisting of a dialogue, vocabulary list, grammar notes, a popular proverb, and supplementary dialogue and/or idiomatic and socially correct expressions. Dialogue topics include introductions and personal identification, restaurant eating, general communication, transportation, the postal system, shopping, and conversation about the Peace Corps. The Arabic alphabet is used throughout, with notes on Moroccan variations provided. Appended materials include translations of the dialogues and special vocabulary lists. (MSE)

ED 353 813 FL 020 894

Tegey, Habibullah; Robson, Barbara
Pashto Reader Originals.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 86p.; For related documents, see FL 020 895-896.
LANGUAGE- Pashto
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advertising; Instructional Materials; *Language Variation; Letters (Correspondence); News Media; *Pashto; Poetry; *Reading Materials; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- *Authentic Materials

The "Pashto Reader Originals" is one component of the "Pashto Reader," a set of materials designed to enable the student of Pashto to read modern written Pashto. These originals are computer scans of most of the passages in the Pashto Reader, authentic written Pashto passages. They are presented in their original published or photographed forms to give the student practice in dealing with the language exactly as it appears in series of questions to shed light on degree of abstraction in Aboriginal thinking; and contrast of Aboriginal and White concepts of process. The three subsequent chapters summarize and synthesize the contrasts in abstraction and process, draw theoretical implications, and look at practical implications for Aboriginal self-determination and self-management. A 77-item bibliography is included. (MSE)

ED 353 833 FL 020 955

Christian, Donna; Mahrer, Cindy
Two-Way Bilingual Programs in the United States. 1992-1993 Supplement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 109p.; For the 1991-1992 directory, see ED 343 444.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Admission Criteria; *Bilingual Education Programs; Chinese; Elementary Secondary Education; *English (Second Language); Financial Support; Haitian Creole; Korean; Parent Participation; Portuguese; Program Descriptions; *Program Design; Program Evaluation; Program Implementation; Russian; School Community Relationship; Spanish; *Student Characteristics; Student Recruitment; Uncommonly Taught Languages
IDENTIFIERS- Alaska; Arizona; California; Connecticut; Florida; Massachusetts; Michigan; New Jersey; New York; Texas; *Two Way Bilingual Education; Virginia

The first annual supplement to the 1991-1992 directory of two-way bilingual education programs in the United States profiles new and some existing programs in which language-minority and language-majority children are instructed in and through both languages. this volume contains data on 25 programs in Alaska, Arizona, California, Connecticut, Florida, Massachusetts, Michigan, New Jersey, New York, Texas, and Virginia. Each program profile includes most of the following categories: school name(s) and address(es); contact persons; languages used; year the program began; ethnic/racial composition of the school; criteria for selecting and accepting students; recruitment procedures; grade levels served and changes anticipated; funding sources; program materials available to others; program objectives; classroom language use for instruction; method of separating languages for instruction; language of initial reading instruction; grouping; percentage of teachers and program staff proficient in both languages; program evaluation procedures; parent involvement; community response to the program; school board's view of the program; and most important program features. (MSE)

ED 353 834 FL 020 971

Lynch, Tony, Ed.
Edinburgh Working Papers in Applied Linguistics, Number 3.
PUB DATE- 92
NOTE- 159p.; For individual papers, see FL 020 972-983.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Cluster Analysis; Comparative Analysis; Discourse Analysis; Drama; *English (Second Language); Foreign Countries; Greek; Higher Education;

*Interlanguage; Japanese; *Language Research; Language Usage;

composition of labor force, tuition costs, college graduates, high school graduates, educational requirements for jobs, real family income, state distance education systems, and population by age. Section II focuses on student characteristics: part-time students, factors in choosing an institution, preferred class times, independent study enrollments, and post-baccalaureate certificate awardees and enrollments. Section III contains data on financing study, including employee benefits, military participation, financial aid sources, and industry providers of tuition assistance. Data in Section IV concerns preparing for global economy: institutions granting credit for prior learning, formal training by gender and race, states requiring professional continuing education, projected demand for classroom teachers, wage growth, investment in employment and training programs, scientific literacy, and limited English proficient enrollments. Section V presents data on building a literate and informed society: growth in master of liberal studies programs, tuition waivers for adults over 60, summer sessions, and study abroad programs. A glossary is appended. (YLB)

ED 353 377   CE 062 765

Campbell, Clifton P.; Simpson, Charles R.
The Self-Fulfilling Prophecy: Implications for the
  Training/Learning Process.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Postsecondary Education; *Self Fulfilling
  Prophecies; *Staff Development; *Student Motivation; *Teacher
  Expectations of Students; *Teacher Influence; Teaching Methods;
  *Training; Transparencies; Workshops
IDENTIFIERS- *Pygmalion

This packet contains 27 transparency masters and a script for instructor presentation of a 1-hour workshop on the Pygmalion effect in training. It is aimed at trainers as well as classroom teachers. The focus of the guide is on how trainers'/teachers' behavior toward students influences the outcome of training, with high expectations leading to high performance and vice versa. Materials include an outline of instruction (which functions as a suggested script of presenter comments), suggestions for instructor activities, and 13 references. Some of the transparency topics are the Pygmalion mythology, modern behavioral science, social and psychological processes, ways to enhance student performance, statements that erode student confidence, and using mental imagery. (KC)

Occupations or Advanced Typewriting; Using Computerized/Interactive Video Health Care Software; Child Care Services Program for Infants and Toddlers; Entrepreneurship in Occupational Home Economics; Software for Home Economics Courses; Job Opportunities Convention for Seniors; Youth and Careers--A Seminar for Parents; Tourism Marketing Curriculum Refinement; Marketing Education Classroom in Shopping Centers; Innovative Technology Education Certified Programs; Principles of Technology; Using Computer-Assisted Manufacturing Software in Metals Manufacturing Technology, Trade and Industrial Education Program; Applying Basic Skills in Vocational Education; and Entrepreneurship Challenges. The 1988-89 projects are the following: Strengthening Basic Skills through an Integrated Middle Grades Curriculum; Tourism Marketing Curriculum; Innovative Technology Education Certified Programs--Contemporary Technology; Innovative Technology Education Certified Programs--Transportation Technology; Laser Technology in Electronics; Integrative Approach to Assessment and Support Services; and Electronic Mail Network. (YLB)

ED 353 396   CE 062 804

General Office Work. A Competency-Based Curriculum Designed To Prepare Students for Entry-Level Employment.
PUB DATE- 92
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clerical Occupations; Computers; *Course Content; Employment Opportunities; *Entry Workers; Office Management; *Office Occupations Education; Recordkeeping; Secondary Education; State Curriculum Guides; Typewriting; Units of Study; Word Processing
IDENTIFIERS- DACUM Process; *Maine

Based on a DACUM (Developing a Curriculum) analysis, this curriculum guide contains five units designed to help teachers prepare and present a course in office skills. The units cover the following material: performing communication functions; producing documents, using typewriters and computers; coordinating an office; operating office equipment, including multiline telephones, transcribing equipment, and computers; and performing recordkeeping functions. Each unit contains a number of more specific tasks, each with an introductory statement, a general objective, specific objectives, teacher activities, and methods of evaluation. An office occupations outlook for the state of Maine and a student competency profile are included in the guide. (KC)

Evaluation
IDENTIFIERS- Total Quality Management; *Workplace Literacy

An external evaluation was made of the Competitive Skills Project, a National Workplace Literacy Program carried out in partnership between El Camino College and BP Chemicals. Among the problems identified were the following: (1) because the original director and his successor left the project, the original evaluation design could not be implemented; (2) the sponsor precluded testing of all participants; and (3) lack of a coordinator and of teacher training resulted in failure to collect baseline data on participants against which learner progress could be measured. The external evaluation included technical assistance at the beginning of the project, group discussion with supervisors and managers, and focus groups with workers, managers, and supervisors. Major outcomes included the following: (1) improved skills; (2) positive workplace climate and increased worker confidence; (3) greater educational opportunities; and (4) increased productivity. Success of the program was attributed to flexible approach, responsiveness to client needs, and participation of all partners in development. Concerns expressed included a need for smaller classes, slower pace, and instruction in basic communication skills that were not job specific. The following recommendations were made: (1) develop a conceptual framework that helps to operationalize the curriculum; (2) develop an assessment framework that operates on two levels, program wide and course specific; (3) respond to the needs of workers who need additional support in order to develop the necessary total quality management skills; and (4) consider offering a series of workshops on communication strategies for total quality management to help build cross-cultural understanding and facilitate communication between front-line workers and supervisors. (CML)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Birth; Child Abuse; *Child Care Occupations; *Child Development; *Child Health; Child Welfare; Curriculum; Health Promotion; *Home Economics Skills; *Occupational Home Economics; Parent Education; Secondary Education; Special Needs Students; State Curriculum Guides
IDENTIFIERS- Texas

This document examines many aspects of parenting, child care, and child development and is designed to be used in conjunction with a curriculum guide as part of secondary laboratory-oriented courses. The 12 chapters covering course subject matter are as follows: (1) parenting; (2) prenatal and neonatal development; (3) factors affecting prenatal development; (4) birth and the neonate; (5) postnatal care of the mother; (6) prevention and control of disease; (7) theories and principles of growth and development; (8) effective guidance; (9) societal trends affecting children; (10) child abuse; (11) children's resources; and (12) care and guidance of special children. Each chapter begins with a list of essential elements and objectives and concludes with a summary. There are also vocabulary lists as well as review sections for each chapter. A critical thinking section after each chapter offers suggestions for further activities that would increase understanding of the subjects at hand. The 13th chapter discusses careers for people interested in child development, specifically addressing the following: (1) careers that directly serve children; (2) careers that indirectly serve children; (3) personal characteristics; (4) professional qualifications; (5) management of multiple roles; and (6) effective money management. The document concludes with an index and 23 references. (CML)

NOTE- 129p.; For an earlier report, see ED 322 293.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Curriculum Development; English (Second Language); *Inplant Programs; *Job Skills; *Literacy Education; Mathematics Skills; Measures (Individuals); Needs Assessment; Program Effectiveness; Program Evaluation; Program Implementation; Reading Skills; Skill Development; Staff Development; *Student Evaluation; Writing Skills
IDENTIFIERS- Arizona (Pima County); *Workplace Literacy

Pima County Adult Education's Workplace Education Project provided workplace education classes at 8 worksites to 322 workers. The worksites included Hughes Aircraft Company; AiResearch Tucson Division; Burr-Brown Corporation; Westward Look Hotel; Tucson Medical Center; Radisson Suite Hotel; Manufacturing & Research, Inc.; and University of Arizona (Facilities Management). All participants were pretested; 249 completers were posttested. Teachers of English for speakers of other languages (ESOL) designed pre- and post-assessments that included speaking, listening, reading, and writing components. Math instructors designed pre- and post-assessments. Reading instructors created a reading assessment using company material. In the writing classes, a student writing sample was taken. (The 12-page report is followed by these appendixes: generic workplace curricula for reading skills, writing skills, math fundamentals, math for statistical process control, algebra, and ESOL; job-specific curriculum matrices; sample company-specific curricula and lessons; sample pre- and post-assessments; sample pre-posttest comparisons: basic math; holistic scoring guidelines for writing sample; sample student needs assessment; sample supervisor needs assessment; sample manager evaluation; sample student course evaluation; and articles about the project. An attached external evaluation report sees the development of assessment instruments as a major contribution.) (YLB)

ED 353 469 CE 062 939

Mezirow, Jack
Transformative Dimensions of Adult Learning.
PUB DATE- 91
NOTE- 247p.; Jossey-Bass Higher and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; Educational Philosophy; Experience; Hermeneutics; Learning Processes; *Learning Theories; Problem Solving; Program Design; Teaching Methods
IDENTIFIERS- *Perspective Transformation; Transformation Theory (Adult Learning)

This book presents a theory of how adults learn by making meaning of their experiences. Chapter 1 gives an overview of an emerging transformation theory of adult learning, compares it with other theories of adult learning, and describes the dynamics of the process through which one makes meaning of one's experience. Chapter 2 examines the way one's meaning perspectives or habits of expectation serve as perceptual and cognitive codes to structure the way one perceives, thinks, feels, and acts on one's experience. Chapter 3 has three broad topics: the nature of intentional learning; Habermas's theory of communicative action, which provides the social theoretical context for transformation theory; and instrumental, communicative, and emancipatory or reflective learning. Chapter 4 explains the concept of reflection and shows how reflection can change or transform both meaning schemes and meaning perspectives. Chapter 5 describes distortions in meaning perspectives that can limit one's ability to make meaning of experiences. Chapter 6 describes the role of perspective transformation in adult development, summarizes several authors' overviews of perspective transformation and its dynamics, and cites studies of perspective transformation. Chapter 7 discusses philosophical, ethical, social, and methodological issues in adult education that are raised by transformation theory and suggests possible ways to resolve these issues. A 171-item bibliography and index are appended. (YLB)

Crisis Intervention" (Valerie Smead); (4) "Best Practices in Crisis Intervention" (Scott Poland and Gayle Pitcher); (5) "Crisis Response Teams: A Must for All School Districts" (Al Neuhaus); (6) "Crisis Teams Can Minimize Traumatic Events" (from "Spotlight," Newsletter of the Los Angeles School District); (7) "Role of the School Psychologist in Confronting Crisis" (Stewart Ehly); (8) "Child Psychiatrists Describe Children's Reactions to Disaster" (summary of an article in the "Journal of the American Academy of Child Psychiatry"); (9) "Bereaved Children Speak" (Dorothy Vacca); (10) "Children and Anxiety" (Thomas Huberty); (11) "Children and Reactions to Death" (Charles Heath); (12) "Physical, Emotional and Behavioral Reactions to Crises" (B. Q. Haffen and B. Peterson); (13) "Reactions to Crises: Developmental Differences" (Scott Poland); (14) "Children and Responses to Desert Storm: Teacher Handout" (Debby Waddell and Alex Thomas); (15) "School's Response to Death, Suicide and Loss" (Peter Sheras); (16) "What to Say When Someone Dies" (Ann Mueller); (17) "Children in Crisis: Stress and Coping" (Stewart Ehly); (18) "Tips for Teachers in Dealing with Crises" (Scott Poland); (19) "Children's Response to Crisis: A Developmental Perspective" (Margaret Dawson); (20) "Responses to Children and Adolescents: Developmental Perspectives" (Scott Poland); (21) "Children and Responses to Desert Storm: A Parent Handout" (Debby Waddell and Alex Thomas); (22) "Parents' Responses to Children" (Scott Poland); (23) "Effects of Trauma Still a Part of Everyone's Life" (Betty Spicher); (24) "Effects Last Even When Sun Shines" (Jan Harlsom); (25) "Winnetka: One Year Later" (Harry Dillard); (26) "Early Intervention in a Disaster: The Cokeville Hostage/Bombing Crisis" (Nohl Sandall); (27) "Impressions of the Bay Area Quake" (Betty Spicher); (28) "Cross Cultural Issues in Responding to a Tragedy: The Stockton Schoolyard Shootings" (Mike Armstrong); and (29) "Disaster Team Works During Crisis" (Gary Aderman). (NB) (denial). Results from the longitudinal data analyses demonstrated that the subject's self-concept clarity predicted the coping strategies the subjects actually used to cope with a stressful event and situation. Self-esteem did not explain subjects' preferences for a general coping style as well as self-concept clarity and it was not as strong a predictor of coping strategies as self-concept clarity in the longitudinal analyses. (Author/NB)

ED 353 507 CG 024 725

Madden, Margaret E.; And Others
Just Saying "No" to a Professor: The Effects of Respondent Gender, Relationship Closeness, and Faculty Status.
PUB DATE- Aug 92
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Compliance (Psychology); Higher Education; Intimacy; Professors; *Resistance (Psychology); *Sex Differences; *Teacher Student Relationship; *Undergraduate Students

To explore how respondent gender, influencer status, relationship closeness, and directness of a request affect compliance and resistance strategies, undergraduates (N=116) role-played responses to a professor's request. The status of the requester was higher than that of the resister, but the relative status of the requester was varied systematically. Closeness also was varied systematically. Students listened to tape recordings of a male professor asking a student to do one of five things: declare a major in his department, help him with research, help a colleague with research, take a course in his discipline, or go to an evening lecture on a topic in his discipline. Tapes varied by closeness of the student to the professor, whether the request was direct or indirect, and the professor's relative status on the faculty. Respondents role-played their response to the request. Compliance was greatest in the closest relationship and lowest in the medium close relationship. Status of the professor, relationship closeness, and request directness did not affect refusal strategies, but respondent status and gender did. Women were more likely to say they would refuse by telling the truth than were men, whereas men were more likely to describe other strategies. Thus, the nature of a relationship and respondent gender affected whether and how one refused requests. (Author/NB)

(052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Career Awareness; *Career Education; *Career Planning; Counseling Services; Educational Planning; Elementary School Students; Elementary Secondary Education; Foreign Countries; School Counseling; Secondary School Students

IDENTIFIERS- *Alberta; *Career Events

Information on planning career events in Alberta, Canada, is presented in this guide. Information is divided into these 10 areas: (1) establishing a realistic timeline; (2) setting goals and clarifying one's purpose; (3) establishing support and selling the idea; (4) setting the budget and anticipating expenses with a sample budget; (5) establishing a committee and sharing the task, including publicity, audio-visual committee, staff reminder, hospitality committee, speaker and displayer meal, displays committee, career event brochure committee, and teacher/student host committee; (6) choosing the format and making it fit the situation; (7) preparing students, including elementary and junior/senior high student activities; (8) organizing the speakers, including speaker invitation, guest speaker reply, suggestions for career speakers, displayer invitation, request for display, speaker information, and speaker/displayer thank you; (9) evaluating the event, including sample speaker evaluation, student evaluation, and student timetable/evaluation forms; and (10) meeting the challenges and possible solutions. Other ideas for career events are also presented: career panels, tours, evening activities, job shadowing, and fun activities. Suggested career planning resources and a sample application form are also included. (ABL)

IDENTIFIERS- *Discourse Communities; Historical Background; *Interactive Reading; Reading Uses; Torah

The Jewish tradition of text study and commentary may convey important messages to educators because of its probable inherent interest and for possible recommendations for pedagogical practice that might be suggested by it. Beyond seeking guidance in religious and everyday affairs, the last 2000 years of Torah study reveals a passionate commitment to uncovering, elucidating, and elaborating on the meaning of the written text; and the interactive response which this commitment fostered itself produced later text and commentary. In its broadest sense, "Torah" refers to the whole of the Hebrew Bible and to later texts and commentaries on it. Torah study essentially involves reading the text and responding to it in a social context, usually students with a master teacher. The process was, and is, dynamic and continuous, as well as both timeless and time-bound. Pedagogical implications of the tradition of Torah study include: (1) the value of collaboration where goals are explicit and mutual; (2) a balanced approach between personal response and a text accepted as authoritative; (3) acceptance of multiple points of view, as long as they can be supported by arguments or demonstration; (4) ongoing and intergenerational modeling of appropriate approaches to text; and (5) a continuous development of "text on text," by which commentaries and interpretations of texts become texts to be studied. (Two figures of schematic representations of Torah pages and the first page of the Tractate Berakhot are included.) (RS)

Ruddell, Martha Rapp
Teaching Content Reading and Writing.
PUB DATE- 93
NOTE- 430p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; Cooperative Learning; Intermediate Grades; Lifelong Learning; Middle Schools; Multicultural Education; Reading Comprehension; Reading Writing Relationship; Secondary Education; *Student Evaluation; Teacher Student Relationship; *Teaching Methods; Textbook Evaluation; Vocabulary Development
IDENTIFIERS- Lifelong Readers

Addressing the many ways that literacy interacts with and supports learning, this book explores various aspects of middle and secondary school literacy instruction in subject area classrooms. The book presents a number of issues, instructional strategies, and classroom ideas for guiding students' literacy and language development in particular subject areas. Three features in the book are designed to guide readers' reflective thought and assist in transferring ideas from the text to the classroom: double entry journal activities at the beginning and end of each chapter; "how to do" features (step-by-step lists of things that need to be planned, prepared, or considered) occurring at irregular intervals in chapters focusing on instructional strategies; and "building tables" at the end of instructional strategy chapters that summarize critical information. Chapters in the book are: (1) Literacy in Middle and Secondary Schools; (2) Literacy Processes: Thinking, Reading, and Writing; (3) Comprehension Instruction in Content Areas; (4) Vocabulary Learning in Content Areas; (5) Reading across the Curriculum; (6) Writing across the Curriculum; (7) Assessment of Student Progress in Subject Area Reading and Writing; (8) Evaluating Instructional Materials; (9) Cooperative Learning, Literacy Instruction, and Content Learning; (10) Diversity in the Classroom: Meeting the Needs of All Students; (11) Developing Lifelong Readers and Writers; and (12) Making Connections in Middle and Secondary Schools. Three sample lesson plans and a list of professional organizations and journals are attached. (RS)

DESCRIPTORS- Elementary Education; Family Environment; Parent Child Relationship; Parent Participation; Pretend Play; Reading Aloud to Others; *Story Telling; *Writing (Composition); *Writing Attitudes
IDENTIFIERS- *Childrens Writing

This pamphlet is designed to help parents help their children make the short but important step from language play to loving writing. The pamphlet discusses ways to: encourage children's curiosity and imaginative play; make reading an important part of family life; and respect children's interests in writing and reading. It also suggests imaginative ways to write for school and for fun. (RS)

ED 353 588 CS 213 653

Anderson, Edward
Positive Use of Rap Music in the Classroom.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Culture; Black Dialects; Class Activities; Elementary Secondary Education; Language Usage; *Music; *Persuasive Discourse; Poetry; *Popular Culture; Student Motivation; Urban Culture
IDENTIFIERS- African Americans; Oral Tradition; *Rap Music; Rhetorical Stance

As an extension of African-Americans' rich language and musical heritage and abilities, rap music has some value in the educational setting. Rap music started as a dance fad beginning in the mid-1970s among Blacks and Hispanics in New York's outer boroughs. It is another generational brand of Black language and musical usage and an extension of Black verbal and rhetorical strategies. Rap offers a series of precepts to live by and a way to understand and deconstruct the language which oppresses its listeners. Since rap songs or lyrics are intended to be spoken and not sung, they have great value as a unique form of poetry. Educators have commented on the finer points of rapping and rap music and see its value in the classroom because of its outstanding stylistic makeup. Because of its focus on presenting a message, rap has become a forceful mechanism that can be useful in the instruction of America's youth. Some of the ways rap can be used in the classroom include: (1) select, play, listen to and view, and discuss the contents or messages of rap music with a positive message; (2) have students write and present raps about aspects of particular classroom lessons; (3) create rap lecture notes on history and science; and (4) see how raps are used effectively in television or radio commercials. Teachers should use rap music occasionally to motivate and instruct, not as an everyday teaching tool. (Twenty-seven references are attached.) (RS)

grounded in the discussion of the inductive generalization or arguments from example, and many writers on the subject maintain that although the use of examples to illustrate or support a point may be quite persuasive, arguments relying on this type of reasoning may not be cogent. Overuse of examples may lead to hasty generalizations, and despite D'Souza's elaborate claims for his work, his book does not illustrate what is real but instead seeks to create a reality. When the book is examined as an argument from example, it fails the cogency test and is not logically convincing, but does prove to be persuasive discourse, as reviews of the book have attested. In supporting his primary claim that there is indeed an academic revolution underway, D'Souza presents three "facts": changes in admissions policies in favor of minorities; the evaporation of core curricula; and the promotion of diversity and pluralism. Unfortunately, anecdotal evidence as offered fails to support these reasons. Further, D'Souza treats his claims as established facts that are widely accepted, which they are not. (Eighteen references are attached.) (HB)

are included; 21 references are attached.) (RS)

ED 353 629   CS 508 064

Stahle, Renee Beth
A Rose Is a Rose but an Undergraduate Communication Theory Course at Small and Large Colleges Is...
PUB DATE- Oct 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Communication (Thought Transfer); Communication Research; *Course Content; Course Descriptions; *Course Objectives; Higher Education; National Surveys; *Theories; Undergraduate Students

A study assessed the status of the undergraduate communication theory course at small and large colleges. An investigation of communication theory course descriptions (offered by 261 communication programs) found that the course is taught at both small and large colleges, but there is little general agreement about what should be covered in the communication theory course beyond a general survey of major theories. Findings suggest that there is little by way of a common core of knowledge that communication students receive in the undergraduate theory course. (Two tables of data are included; 15 references are attached.) (RS) political forms through which all people can participate in educational reform. A review of the evolution of school systems during the colonial period indicates that members of the political class defined educational needs that did not meet the needs of the people and suppressed opposing demands. The current push by elites for basic education, an extension of the colonial period logic, is combined with the erroneous belief that literacy and attendance equals productivity. This impaired analysis is often paired with religious doctrine. The following longterm solutions based on adherence to democratic practice are offered: (1) cultivate community schools; (2) create opportunities for those outside the political class to express and share ideas; (3) demand equal representation at all educational meetings; (4) focus on changing the characteristics of secondary schools and national examinations for inducing change at the primary level; and (5) do not reinforce the capacities of governments to continue to respond to increased demand for schools in the same manner as in the past. A conclusion is that democracy is a technique for improving the quality of analysis and the social process by which society judges analysis. A world map, 3 figures, and 2 tables are included. (Contains 36 references.) (LMI)

passion, persistence, and political savvy; history, philosophy, and political theory; race, class, and cultural bias; and celebration of the drama and importance of the change. (Contains 14 references.) (LMI)

ED 353 668 EA 024 601

Krug, Samuel E.
Quantitative Findings Regarding School Leadership and School Climate. Occasional Papers: School Leadership and Education Reform. OP #5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Instructional Leadership; Qualitative Research; *Research Design; *Research Methodology; Research Needs; Research Problems; *Statistical Analysis

Uses of quantitative research for studying the relationship between school leadership and educational reform are discussed in this paper. Perceived inadequacies of quantitative methods are that such methods are inadequate for dealing with real-life complex phenomena, and that they require degrees of control that cannot be realistically achieved. Valid criticisms are that quantitative methods lack comprehensiveness and depth, "significant" results are practically trivial, and quantitative designs have failed to meet fundamental requirements of quantitative methods. However, the quantitative study of school leadership and school climate has found that: (1) teachers perceive a close relationship between leadership and climate; (2) perceptions of the school by students, teachers, and administrators are independent and interrelated; and (3) student disenchantment with school increases with increasing grade levels. Qualitative methods offer the first and necessary step of description; however, quantitative research is needed to identify predictor variables and develop theoretical models. Two tables and one figure are included. (Contains 8 references.) (LMI)

and district office; decision-making processes; elements of SBM implementation; examples of three district SBM programs; and contact sources. (Contains 7 references.) (LMI)

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Adopted Children; American Indians; Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Eligibility; Federal Legislation; Foster Children; Infants; Military Personnel; Parent Rights; Preschool Children; Preschool Education; Recordkeeping; Rural Areas; *Special Needs Students; Student Rights; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act

This parent's guide (presented in both English and Spanish) is intended to help families access services for young children with special needs. It is presented in the form of questions and answers arranged in three parts. Part I presents 12 questions and answers about early intervention services for infants and toddlers (ages birth through 2 years) who have a developmental delay or who are at risk of a developmental delay. Part II answers 8 questions about special education programs and services for preschoolers with disabilities (ages 3 through 5). Part III (5 questions) covers programs and services for rural, Native American, adoptive/foster, and military families and their young children with disabilities. An additional section offers summary information about the Individuals with Disabilities Education Act. Also included are a dictionary of terms used in special education, 10 annotated references for families, and a parent's record-keeping worksheet. (DB)

ED 353 710   EC 301 741

Autism: General Information. Fact Sheet Number 1 = Autismo: Informacion General. Fact Sheet Number 22.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Autism; Communication Skills; Definitions; *Educational Needs; Elementary Secondary Education; Incidence; Preschool Education; *Student Characteristics

This fact sheet on autism is offered in both English and Spanish, and is the same in both languages although numbered differently. It provides a definition, information on incidence, typical characteristics, and educational implications. It notes that autism is listed as a separate category under the Individuals with Disabilities Education Act. The fact sheet emphasizes the importance of teaching the child communication skills and structuring the child's environment. Five print resources and three organizations are listed. (DB)

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Advance Organizers; *Cognitive Processes; Cultural Influences; *Hearing Impairments; Literacy; *Literacy Education; *Reading Instruction; Secondary Education; Social Development; Teaching Methods; Text Structure; Whole Language Approach; *Writing Instruction

This discussion examines the reading and writing processes of persons with hearing impairments, particularly those leaving school and in transition from school to work. The reading/writing act is viewed from three perspectives: (1) cognitive science or information processing; (2) text organization and its functions; and (3) the processes whereby individuals are socialized to print. The reading/writing process is seen to be highly interactive and heavily dependent upon and reflective of the reader's knowledge level and processing capacities. Text structure and organization including grammar, sentential structures, and textual or discourse structures are briefly considered in relation to learning requirements and subject differences. Finally, reading and writing are thought of as existing within the context of social interactions and the culture at large. Affective aspects of literacy are also briefly reviewed. The research on the literacy skills of hearing-impaired individuals is summarized. Educational implications include the value of a whole language process approach to literacy and of advance organizers such as semantic mapping. (Contains approximately 60 references.) (DB)

minority. (Contains 15 references.) (DB)

ED 353 765 EC 301 799

Baumgart, Diane
A Consultant's Use of Qualitative Methods in Implementing Systems Change: A Snapshot of a Ridgeview High School Program in Special Education.
PUB DATE- 92
NOTE- 26p.; In: Bunsen, Teresa D., Ed., And Others. Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992); see EC 301 793.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Disabilities; Education Work Relationship; High Schools; Mainstreaming; Qualitative Research; *Special Education; Special Education Teachers; Study Skills; *Systems Approach; Teacher Attitudes; *Teamwork; Vocational Education

This paper reports on an effort to implement systems change in a secondary special education/vocational education program. Initial classroom observations and interviews with teachers identified themes of the existing program, including a perception of constant change, use of a new junior high to senior high transition process, and time pressures and conflicts between preparing students for college or for employment. Observation indicated that teachers did not function as a team and that the program components did not fit together. Specifically identified as needing review were the team concept and process, the implementation of study skills classes, and provision of college preparation coursework. Other issues identified included the need for more co-teaching, the attitudes of regular educators, and the need to reconfigure ownership of students and teacher relationships. Two areas of frustration mentioned by teachers were social skills of students and parental attitudes and levels of information. (DB)

Makoni, S. B.
Arguments For and Against Free Variation.
PUB DATE- 91
NOTE- 6p.; For serial issue in which this paper appears, see FL 020 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Foreign Countries; *Grammar; *Interlanguage; Language Research; *Language Variation; *Linguistic Theory; Second Language Learning

This paper argues that, on one hand, there are compelling theoretical reasons to believe that interlanguage (IL) grammars are both systematically and randomly variable, and that the relationship between the two types of variation is a complex one. At any one stage of IL development, some structures may be systematically variable, but at the same time the existence of forms in free variation creates conditions conducive to systematic variation "setting in" at a later stage of development. On the other hand, the paper argues, there is no incontestable empirical evidence for free variation and concludes that the existence of free variation is based more on speculation than on empirical grounds. (Contains 14 references.) (JL)

newspapers, books, magazines, handwriting, advertising, and wall paintings. The 37 selections are presented in 6 units: essays; articles; stories; poetry; public writing; and letters and memoranda. (MSE)

ED 353 814 FL 020 895

Tegey, Habibullah; Robson, Barbara
Pashto Reader Passages in Transcription.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 57p.; For related documents, see FL 020 894-896.
LANGUAGE- Pashto
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advertising; Instructional Materials; *Language Variation; Letters (Correspondence); News Media; *Pashto; Phonetic Transcription; Poetry; *Reading Materials; Uncommonly Taught Languages
IDENTIFIERS- *Authentic Materials

The passages in transcription comprise one component of the "Pashto Reader" materials. They accompany "Pashto Reader," which is the basic text, and the "Pashto Reader Originals," the passages in their original published forms. They are passages in Pashto presented in broad phonetic transcription, for use by linguists and others interested in the structure and pronunciation of authentic Pashto but unfamiliar with the written script. The 45 passages are divided into 7 groups: essays; articles; stories; poetry; public writing (signs and advertising); letters and memoranda; and fractured Pashto. (MSE)

*Interlanguage; Japanese; *Language Research; Language Usage; Personal Narratives; Phonology; *Sociolinguistics; Teaching Methods; Tenses (Grammar); Uncommonly Taught Languages
IDENTIFIERS- Chinese Speaking; Malta; Maltese; Referents (Linguistics)

Edinburgh Working Papers is intended to show a yearly cross-section of current work in Edinburgh's Department of Applied Linguistics and to elicit reactions and criticism. Papers in this compilation include the following: "Asymmetric Resetting of the Non-Empty Topic Parameter by Chinese-Speaking Learners of English"; "The Sociolinguistic Status of English in Malta"; "Interlanguage Phonology: The Perceptual Development of Durational Contrasts by English-Speaking Learners of Japanese"; "Participant Reference in Greek Personal Experience Narratives"; "Reading, Culture, and Cognition"; "Cluster Analysis and the Interlanguage Lexicon"; "Interactional Listening Tasks: A Comparative Study of Strategy and Practice Teaching Approaches"; "Lesson Beginnings"; "Where True Power Lies: Modality as an Indication of Power in Two Institutionalised Domains of Language Use"; "Tense, Aspect and the Busconductor Hines--The Literary Function of Non-Standard Language in the Fiction of James Kelman"; "A Pragmatics of Verbal Irony in Literary Discourse: An Example from Drama"; and "An Investigation into Learners' Reactions to Learner Training for Self-Access Listening." (JL)

DOCUMENT RESUME

ED 353 835 FL 020 972

Yuan, Boping
Asymmetric Resetting of the Non-Empty Topic Parameter by Chinese-Speaking Learners of English.
PUB DATE- 92
NOTE- 15p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Adults; Applied Linguistics; Contrastive Linguistics; *English (Second Language); Foreign Countries; *Grammar; Interlanguage; Language Research; Language Universals; Linguistic Theory; Scores; Second Language Learning; *Structural Analysis (Linguistics); Task Analysis; Testing; *Transfer of Training
IDENTIFIERS- *Chinese Speaking; Parsing

This paper reports on a pilot study examining how Chinese-speaking learners of English reset the non-empty topic -Te parameter. Whereas Chinese allows empty topics coindexed with variables in both subject and object positions, English does not. With respect to this particular parameter, Chinese can be said to form a superset of English as the grammar of the former is more general than the latter. The results obtained in this study suggest that the Subset Principle does not apply in second language acquisition and that second language learners transfer the first language setting to the second language grammar. However, the transfer is asymmetric and selective; even advanced subjects have more difficulty in detecting the ungrammaticality of the variable coindexed with the empty topic in the object position than in the subject position. It is argued that this asymmetry is the effect of Universal Grammar in the learners' interlanguage grammars in combination with their parsing ability. (Contains 14 references.) (Author/JL)

ED 353 836 FL 020 973

Camilleri, Antoinette
The Sociolinguistic Status of English in Malta.
PUB DATE- 92
NOTE- 13p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Variation; Official Languages; *Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- *Malta; Maltese

This paper provides a sociolinguistic description of English language use in Malta at present in terms of who speaks what language, where and when. Some observations on English language contact with Maltese are made. Finally a brief discussion is taken up as to whether and to what extent it would be appropriate to consider Maltese English as a new institutionalized variety of English. (Contains 22 references.) (Author)

ED 353 837 FL 020 974

DOCUMENT RESUME

ED 353 858 FL 800 591

Nunes, Evelyn H., Ed.
Learning Resources Evaluations Manual.
SPONS. AGENCY- Department of Education, Washington, DC.; Virginia State Dept. of Education, Richmond.
PUB DATE- 92
NOTE- 415p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; Career Development; Career Education; Citizenship Education; Computer Oriented Programs; Computer Software; Consumer Education; Coping; Critical Thinking; Daily Living Skills; Driver Education; *English (Second Language); High School Equivalency Programs; *Instructional Materials; *Literacy Education; Mathematics Instruction; *Media Selection; Nutrition Instruction; Reading Instruction; Science Instruction; Second Language Instruction; Social Studies; Study Skills
IDENTIFIERS- *Workplace Literacy

This manual contains evaluations of 196 instructional products listed in Virginia's Adult Basic Education Curricula Resource Catalog. It is intended as a convenient reference manual for making informed decisions concerning materials for adult learners in adult basic education, English-as-a-Second-Language instruction, and general educational development (GED) high school equivalency programs. The materials included in the manual (books, workbooks, videotapes, computer software) were field tested and assessed by eight specialists, using an evaluation checklist. Materials are listed alphabetically by content area: career development/education; citizenship; commercial driver's licensing; consumer education; coping/survival skills; critical thinking; English grammar and usage, spelling, and writing; English as a Second Language; General Educational Development (GED) mathematics; pre-GED; reading; science/health and nutrition; social studies; study skills and test preparation; technology in education and software; and workplace literacy. Some titles that are useful in more than one category are cross-referenced. Each citation notes basic bibliographic information, price, publisher or source, format of the materials, evaluator comments, and ratings of aspects of the materials' goals and objectives, validity, content, objectivity, components and organization, and adequacy of teacher materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 353 859 FL 800 597

Hassel, Elissa Anne
Prenatal Care: A Content-Based ESL Curriculum.
PUB DATE- Oct 91
NOTE- 162p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; Birth; Child Health; *English (Second Language); Immigrants; Limited English Speaking; *Literacy Education; Medical Services; Mexican Americans; *Nutrition Instruction; Parenthood Education; *Pregnancy; *Prenatal Influences; Reproduction (Biology); Second Language Instruction; *Self Care Skills; Spanish Speaking

ED 353 878 HE 026 133

Walsh, John T.; And Others
Staff Study - State University of New York Should Analyze and Evaluate Support Service Costs. Report 93-D-11.
PUB DATE- 22 Sep 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Administration; Comparative Analysis; *Cost Effectiveness; Costs; Educational Finance; *Efficiency; Expenditure per Student; Expenditures; Higher Education; Noninstructional Student Costs; *Program Evaluation; Resources; Services; Service Workers; State Programs; State Standards; Student Personnel Services
IDENTIFIERS- *State University of New York; *Student Support Services

This study examined State University of New York (SUNY) costs for support services to students, focusing particularly on why SUNY's costs are higher than those of similar states and where more efficiency might be achieved. The study involved the following elements: analysis of service costs for all SUNY campuses for fiscal year 1989-90; six visits to campuses; review of policies, procedures, rules, and regulations; interviews with management and staff; review of relevant support service records; observation; personal services evaluation; and comparison of study data with data from peer institutions. The evaluation found that SUNY has not established expenditure guidelines for support service costs or analyzed or evaluated campus support service costs. Comparison with peer institutions found that support service costs per enrolled full-time student vary widely among campuses with some institutions spending nearly 50 percent more per student than others. Analysis and comparison of support service costs at six institutions where site visits were conducted found that SUNY could achieve cost savings totaling almost $10 million at these six campuses if the least efficient operations could achieve the same efficiency as at the most efficient campuses. Appendixes contain a list of contributors to the report, State Comptroller's notes, and the comments of SUNY officials who disagree with the report's observations and recommendations. (JB)

ED 353 879 HE 026 134

Walsh, John T.; And Others
State University of New York--Some Non-Resident Students Aren't Being Charged the Correct Tuition Rate. Report 91-S-97.
PUB DATE- 29 Sep 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Comparative Analysis; Compliance (Legal); Educational Finance; Financial Policy; Higher Education; *In State Students; *Out of State Students; Peer Institutions; *School Policy; *State Standards; *Tuition
IDENTIFIERS- *State University of New York

This study examined how effective the State University of New York (SUNY) practices are for verifying in-state residency in determining tuition charges. The study proceeded by comparing SUNY's policies for determining in-state residency with those

ED 353 897 HE 026 155

Howe, Richard D.; And Others

Salary-Trend Studies of Faculty of the Years 1988-89 and 1991-92 in the Following Academic Disciplines/Major Fields: Accounting; Agribusiness and Agriproduction; Anthropology; Area and Ethnic Studies; Business Administration and Management; Business and Management; Business Economics; Chemistry; Communication Technologies; Communications; Computer and Information Sciences; Dramatic Arts; Drawing; Education; and Engineering.

PUB DATE- 92

NOTE- 228p.; For other volumes in this set see HE 026 156-157.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); Accounting; Agribusiness; Agriculture; Anthropology; Area Studies; Business Administration; Chemistry; *College Faculty; Communications; Comparative Analysis; Computer Science; Departments; Dramatics; Educational Administration; Engineering; Fine Arts; Full Time Faculty; Higher Education; Information Science; *Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges, based on an annual survey of over 600 colleges and universities. Data cover the following disciplines: Accounting, Agribusiness and Agriproduction, Anthropology, Area and Ethnic Studies, Business Administration and Management, Business and Management, Business Economics, Chemistry, Communication Technologies, Communications, Computer and Information Sciences, Dramatic Arts, Drawing, Education, and Engineering. Presented for each discipline is a summary of the overall average salary increase between the baseline year of 1988-89 and the trend year, 1991-92, for both state and private institutions. Data from institutions participating in both years are compared with each other and with the consumer price index. Also included are average salaries by rank and the faculty mix percentage as well as comparisons with other disciplines and between the public and private institutions. The participating institutions are listed. (JB)

ED 353 898 HE 026 156

Howe, Richard D.; And Others

Salary-Trend Studies of Faculty for the Years 1988-89 and 1991-92 in the Following Academic Disciplines/Major Fields: Engineering-Related Technologies; Foreign Language; Geography; Geology; History; Home Economics; Letters; Library and Archival Sciences; Life Sciences; Mathematics; Multi-Interdisciplinary Studies; Music; Nursing; Philosophy and Religion; and Physical Education.

PUB DATE- 92

NOTE- 226p.; For other volumes in this set, see HE 026 155-157.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); Biological Sciences; *College Faculty; Comparative Analysis; Departments; Engineering Technology; Full Time Faculty; Geography; Geology; Higher Education; History; Home Economics; *Intellectual Disciplines; Interdisciplinary Approach; Library Science; Literature; Mathematics; Music; Nursing; Philosophy; Physical Education; Private Colleges; Public Colleges; Religion; Second

DOCUMENT RESUME

ED 353 916 HE 026 177

Colella, Kurt J.
One Approach to Senior Level Design in Naval Architecture and Marine Engineering. Report 09-92.
PUB DATE- Jun 92
NOTE- 28p.; Paper presented at the ASEE Annual Conference (Urbana-Champaign, IL, June 21-25, 1992). Faint type throughout.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architectural Education; *Class Activities; College Curriculum; College Seniors; Course Descriptions; *Curriculum Design; Higher Education; *Instructional Design; *Student Projects; Undergraduate Study
IDENTIFIERS- *Coast Guard Academy CT; *Shipbuilding

The United States Coast Guard Academy has integrated a successful senior-level ship design course sequence into an undergraduate engineering curriculum in order to achieve specifically desired academic and professional outcomes. The Naval Architecture and Marine Engineering (NAME) curriculum discussed is designed to allow for efficient use of class and lab time. Students at this level are considered to have gained the maturity and self-discipline necessary to complete independent design work. This paper presents an overview of the NAME curriculum given at the Academy with specific emphasis on the senior design project. Descriptions of the "capstone" design courses (Principles of Ship Design and Ship Design and System Integration) are given and details of their organization are included in the appendices. Additionally, the senior design project is described in detail including a brief discussion of its effectiveness in achieving a thoughtfully developed list of desired outcomes. (GLR)

ED 353 917 HE 026 178

Cordilia, Ann
College as Moratorium: The Hidden Functions of Japanese College Education.
PUB DATE- 89
NOTE- 13p.; Paper presented to the Society for the Study of Social Problems (San Francisco, CA, August 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; College Students; Foreign Countries; *Goal Orientation; Higher Education; Interviews; Personnel Selection; *Social Development; Social Life; *Student Attitudes; Student College Relationship; *Student Educational Objectives; Student Interests; *Undergraduate Study
IDENTIFIERS- Japan; *Japanese Education

Japanese universities have been characterized by critics as "leisurelands" where students concentrate too much on amusements and too little on learning. While university experience for Japanese students does not always result in acquiring testable academic knowledge as efficiently as in high school, the university does provide a setting for a moratorium period during which they acquire many kinds of non-academic

ED 353 936 HE 026 197

Eide, Kjell
Higher Education and Employment: The Changing Relationship. The Case of the Humanities and Social Sciences. Expert Contribution: Norway. The Humanities, Social Sciences and Employment.
PUB DATE- 91
NOTE- 22p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Cultural Context; Economic Factors; Educational Change; Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; Higher Education; *Humanities; Productivity; Social Change; *Social Sciences
IDENTIFIERS- Norway; Organizational Culture

This report, one of a series of country studies on higher education and employment, particularly in the humanities and social sciences, looks at the employment of social science and humanities graduates in Norway. The paper opens by briefly sketching some major interrelated developments in current society such as shifts in the economy, changes in production cultures and organizational structures, and the rediscovery of links between production and culture in society. A following section looks at characteristics of the humanities and social sciences noting the high proportion of females, the relatively low cost of studies in this area and the relatively unstructured nature of humanities and social science study. In an analysis of how current developments in the economy affect higher education, the paper argues that the increasingly complex skill needs in the economy demand introduction of elements of humanistic and/or social science studies into more specialized fields such as engineering and medicine. An examination of different professional cultures looks at consequences for work-life and institutional functioning. A final section evaluates current management trends: decentralization and management by objectives. (JB)

ED 353 937 HE 026 198

Andersson, Dan; And Others
Higher Education and Employment: The Changing Relationship. The Case of the Humanities and Social Science. Country Study: Sweden.
PUB DATE- 91
NOTE- 43p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Economic Factors; Economics Education; Educational Trends; *Education Work Relationship; *Employment Patterns; Foreign Countries; French Literature; Higher Education; History Instruction; *Humanities; *Labor Market; Public Administration Education; Social Change; *Social Sciences; Undergraduate Study
IDENTIFIERS- *Sweden

This report, one of a series of country studies on higher education and employment, particularly in the humanities and social sciences, looks at employment for social science and

ED 353 955 IR 015 914

Gratch, Jonathan; DeJong, Gerald
COMPOSER: A Probabilistic Solution to the Utility Problem in Speed-up Learning.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 92
NOTE- 17p.; For related reports, see IR 015 913-915.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; *Artificial Intelligence; Comparative Analysis; *Computer System Design; *Learning Strategies; *Planning; Probability; Problem Solving; Research Needs; *Search Strategies; Statistical Analysis; Systems Development
IDENTIFIERS- COMPOSER System; Empirical Research; Explanation Based Learning; *Knowledge Management; Machine Learning

In machine learning there is considerable interest in techniques which improve planning ability. Initial investigations have identified a wide variety of techniques to address this issue. Progress has been hampered by the utility problem, a basic tradeoff between the benefit of learned knowledge and the cost to locate and apply relevant knowledge. In this paper we describe the COMPOSER system. COMPOSER embodies a probabilistic solution to the utility problem. It is implemented in the PRODIGY architecture. We compare COMPOSER to four other approaches which appear in the literature: (1) PRODIGY/EBL's Utility Analysis; (2) STATIC's Nonrecursive Hypothesis; (3) DYNAMIC: A Composite System; and (4) PALO's Chernoff Bounds. (Contains 24 references.) (Author/ALF)

ED 353 956 IR 015 915

Gratch, Jonathan M.; DeJong, Gerald F.
Utility Generalization and Composability Problems in Explanation-Based Learning.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 91
NOTE- 24p.; For related reports, see IR 015 913-914.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; *Computer System Design; Design Requirements; *Learning Strategies; Mathematical Models; *Planning; Probability; Problem Solving; *Search Strategies; Statistical Analysis; Systems Development
IDENTIFIERS- *Explanation Based Learning; *Knowledge Management

The PRODIGY/EBL system Minton88 was one of the first works to directly attack the problem of strategy utility. The problem of finding effective strategies was reduced to the problem of finding effective rules. However, this paper illustrates limitations of the approach. There are two basic difficulties. The first arises from the fact that the utility of a control rule cannot be accurately determined from a single instance of the rule. This is a manifestation of a more basic problem which we term the utility generalization problem. The difficulty is that generalization techniques employed by speed-up learning systems are accuracy preserving but not utility preserving. The second difficulty is that control rules interact such that the utility of one control rule is a function of the other control rules in the system. This composability problem means that

DOCUMENT RESUME

ED 353 976 IR 015 939

Sessa, Anneliese
Results of the Art in the City Project; Art in the City and Telecommunications.
PUB DATE- Sep 90
NOTE- 6p.; For a related paper, see IR 015 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Arts Centers; *Computer Networks; *Electronic Mail; Higher Education; Museums; *Online Systems; Student Projects
IDENTIFIERS- New York (New York Metropolitan Area)

This student project involved publishing the author's log of art museum and gallery visits, undertaken as part of a liberal arts class, on some of the computer bulletin boards in the New York City area. Purposes of the project were to share what was learned in the class, to acquire experience with online group interaction, and to determine what is available in the areas of art or culture on these bulletin boards or online services. Five systems were investigated: (1) NYCENET (New York City Educational Network); (2) Learning Link, run by WNET channel 13 educational services; (3) CompuServe, a commercial database service; (4) Design Line, a private local bulletin board for graphic designers and artists; and (5) ECHO, a private bulletin board message base. (ALF)

ED 353 977 IR 015 940

Sessa, Anneliese
A Review of MS-DOS Bulletin Board Software Suitable for Long Distance Learning.
PUB DATE- 89
NOTE- 7p.; For a related paper, see IR 015 939.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Networks; *Computer Software; Databases; Distance Education; *Electronic Mail; Online Systems; *Telecommunications
IDENTIFIERS- *MS DOS; NYCENET

This paper describes the advantages of using computer bulletin boards systems (BBS) for distance learning, including the use of the New York City Education Network (NYCENET) to access various databases and to communicate with individuals or the public. Questions to be answered in order to determine the most appropriate software for running a BBS are listed; and the following public domain and shareware BBS software packages suitable for setting up a BBS for long distance learning are reviewed: Magpie, QBBS, PC Board, RBBS, and Opus. One commercial program--The Bread Board System (TBBS)--is also considered. A 1992 update of the information presented in this paper is appended. (ALF)

ED 353 978 IR 016 014

Law, Margaret H.; Rosen, Bruce K.
Framework and Policy Recommendations for the Exchange and Preservation of Electronic Records.
SPONS. AGENCY- National Archives and Records Administration,

DOCUMENT RESUME

ED 353 996 IR 054 372

Jones, Douglas; And Others
Report of the Task Force on Access/Ownership Policy.
PUB DATE- 16 Sep 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Change Strategies; College Libraries; Financial Support; Guidelines; Higher Education; Interlibrary Loans; *Library Automation; *Library Collection Development; Library Instruction; Library Planning; Library Services; Library Statistics; Long Range Planning; Organization; *Policy Formation; Research Libraries; Tables (Data); *User Needs (Information)
IDENTIFIERS- Focus Groups Approach; *University of Arizona

This report of the task force charged with defining and researching the issues related to access and ownership of materials at the University of Arizona library presents 23 short-and long-term recommendations in the following areas: (1) organization, including the establishment of separate staff units for access services and collection management and development; (2) automation, including implementing an integrated library system that interfaces with other information networks via the Internet; (3) collection development, such as establishing a cooperative collection development policy beginning with other Arizona universities; (4) financial issues, including strategies for funding document delivery and fund raising; (5) serials, including the development of guidelines for full-text document delivery as an alternative to local ownership; (6) staffing/service, such as studying what user services will be needed with greatly increased automation; and (7) use/user studies, including gathering data needed for decision-making in carrying out recommendations. A report on library users is included that is based on discussions by focus groups of faculty, graduate students, and library staff; analysis of graduate research citations; and interlibrary loan statistics. The document also contains data tables, background information about the library's financial condition, and a lengthy report from the focus groups. (Contains 57 references.) (KRN)

ED 353 997 IR 054 373

Kennedy, Ann
Researching International Law.
PUB DATE- 92
NOTE- 43p.; Sample indexes and other extraneous material may not reproduce.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; Books; Databases; Graduate Students; Higher Education; Information Seeking; *International Law; *Library Guides; Library Services; Periodicals; Reference Materials; Reference Services; *Treaties; Undergraduate Students
IDENTIFIERS- *Legal Information; *Legal Research; San Francisco State University CA

Designed for the undergraduate student who is doing research on

ED 354 015 JC 920 471

Le programme de sciences de la nature. Avis a la ministre de l'enseignement superieur et de la science (The Natural Sciences Program. Advisory to the Minister of Higher Education and Science).
PUB DATE- Jun 92
NOTE- 64p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Curriculum; Community Colleges; Course Content; *Curriculum Development; Curriculum Problems; Educational Change; Educational Objectives; Foreign Countries; *Graduation Requirements; Majors (Students); *Natural Sciences; *Program Improvement; *Science Curriculum; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Colleges of General and Professional Education PQ

A series of recommendations developed by the Council of Colleges of the Colleges of General and Professional Education (CEGEP) in Quebec (Canada) are presented in this report to the Ministry of Higher Education and Science for redesigning the CEGEP's natural sciences curriculum. The proposed reforms are designed to meet legislative requirements and remedy identified weaknesses in the existing programs. Part 1 discusses problems involved in revising the curriculum, including difficulties in achieving consensus and support for changes, lack of structure in the natural sciences curriculum, and problems with the content of the science courses. Part 2 provides a description and analysis of the existing science curriculum, including information on declining enrollments, course requirements, and program objectives. Next, part 3 presents the Council of College's recommendation's for the natural sciences program, focusing on: (1) program outcomes, broadly defined as science training to prepare students for university-level sciences; (2) general program orientation, including the parameters of a high-quality college education, an expanded and integrated approach, and the use of "science, technology, and society" and "materials and energy" as pervasive interdisciplinary themes; (3) program objectives in terms of general and specialized training; (4) course "blocks" developed in accordance with ministry regulations and various models for college-specific blocks, such as requirements for education/training in health occupations, applied sciences, or pure sciences; (5) the number of courses offered in each discipline; (6) the integration of knowledge and skills; and (7) admissions criteria. Specific recommendations are presented for most of the topics. Part 4 recommends a period of experimentation for the implementation of the proposed changes. Finally, concluding comments provide a synthesis of the Council's recommendations. (AC)

ED 354 016 JC 920 573

Kapraun, E. Daniel; And Others
Arkansas Community and Technical College Survey, Fall 1992.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; College Faculty; Community Colleges;

DOCUMENT RESUME

ED 354 032 JC 930 072

Englehardt, Elaine Eliason
Curriculum Diversity through a Core Approach to Ethics.
PUB DATE- Feb 93
NOTE- 13p.; Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (2nd, Phoenix, AZ, February 17-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Course Content; Critical Thinking; *Curriculum Development; *Ethical Instruction; *Ethics; Group Discussion; Humanities Instruction; *Interdisciplinary Approach; Program Development; Two Year Colleges; *Values Education

In 1987, a sophomore level interdisciplinary Ethics and Values (EV) core course was implemented at Utah Valley Community College in Orem, serving as the humanities core among the liberal education requirements, a requirement for business students, a vital force in the nursing program, and a means to enrich the trade and technology courses. The support of the dean, both administratively and through time allocations, was essential to implement the course. To prepare the EV course, a grant was obtained from the National Endowment for the Humanities to fund summer seminars for faculty, a community lecture series, quarterly visits from scholars, and library acquisitions. The EV course examines current topics in conjunction with readings in the areas of philosophy, literature, religion, and history and requires students to produce three papers and maintain a journal. In the classroom, self-confrontation and verbal discussion are emphasized, and critical thinking techniques are employed. Small group, collaborative learning techniques have helped to encourage the less involved students. The course begins with introductory books and essays on the nature of ethics, focusing on the five ethical traditions of duties, rights, utility, and virtue. The remainder of the course involves discussion of specific issues, such as sexual morality, abortion, euthanasia, nuclear war, and capital punishment, in an interdisciplinary fashion. Evaluations from the over 2000 students who take the course each year point to the overwhelming success of the course. (PAA)

ED 354 033 JC 930 073

Educational Plant Survey, South Florida Community College, January 5-8, 1993.
PUB DATE- Jan 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; Construction Costs; Construction Needs; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; *Facility Inventory; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges

DOCUMENT RESUME

ED 354 049 JC 930 089

Nussbaum, Thomas J.
Too Much Law...Too Much Structure: Together We Can Cut the Gordian Knot.
PUB DATE- Nov 92
NOTE- 22p.; Paper presented at the Annual Convention of the Community College League of California (November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Access to Education; *Change Strategies; Community Colleges; Educational Change; *Educational Improvement; *Educational Legislation; *Governance; Government Role; Government School Relationship; Laws; Organizational Change; *Politics of Education; Public Policy; *School Restructuring; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Arguing that the multitude of federal, state and local laws governing the California Community Colleges (CCC) drains the system's capacity to serve students seeking educational opportunity, this paper examines how the state's colleges came to be micro-managed and offers possible solutions. Part I provides a history of laws and structures governing the CCC, chronologically discussing 23 regulations, from provisions in the 1849 state constitution to 1992 actions to ensure student equity. In part II, implications of this accumulation of laws are suggested, including the costs in time and money to comply and the inability of colleges to meet their basic mission of access to higher education, serving one of every fourteen adults in 1991, compared to one of every eleven in 1977. In part III, three alternatives are described for reducing laws and structures governing community colleges: removing outdated and unnecessary laws while keeping those laws deemed necessary; establishing "charter schools," which comply only with the provisions of their charters; or reinventing laws and structures by wiping the slate of previous laws clean. Finally, part IV proposes a plan for reinventing CCC's laws and structures, taking into account such realities as the free flow of students, college-based shared governance, barriers and inefficiencies of transfer, equalization of funding, impediments to employee mobility, and access to education. A model community college is described, with a continued policy of open access but governed by a local, five-member council of employees and students and a systemwide governance mechanism ratified by the local councils. (MAB)

ED 354 050 JC 930 090

Ignash, Jan
Curricular Trends in Community Colleges: Implications for Transfer.
PUB DATE- Mar 93
NOTE- 20p.; Paper presented at the Annual Research Conference of the Research and Planning Group for California Community Colleges (Tahoe City, CA, March 3-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *College Curriculum;

DOCUMENT RESUME

ED 354 067 PS 021 032

Halford, Graeme S.; Stewart, J. E. M.
Cognitive Science Questions for Cognitive Development: The Concepts of Learning, Analogy, and Capacity.
PUB DATE- 92
NOTE- 38p.; An earlier version of this paper was presented at the International Congress of Psychology (25th, Brussels, Belgium, July 19-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Mapping; *Cognitive Processes; Developmental Stages; Foreign Countries; Individual Differences; *Learning; Learning Problems; Learning Strategies; *Preschool Children; Preschool Education; Schemata (Cognition); Serial Ordering
IDENTIFIERS- Analogical Reasoning; *Cognitive Models; *Cognitive Sciences; Conceptual Frameworks; Knowledge Acquisition; Parallel Processing

New conceptions of learning, analogy, and capacity have fundamentally changed scientists' view of cognitive development. New conceptions of learning help to explain how representations of the world are acquired. New models of analogical reasoning have suggested that logical inferences are often made by mapping a problem into a mental model, or schema, induced from ordinary life experience. A model of analogical reasoning provides a basis for understanding children's limitations in cognitive capacity, and specifies changes in the nature of children's cognitive representations over time that explain phenomena previously attributed to developmental stages. The concepts children understand, and the strategies they develop based on their understanding, depend on the complexity of the representations they construct. Parallel Distributed Processing (PDP), a model of cognitive processing, explains why the number of dimensions, or independent items of information required to represent a concept, that can be processed in parallel is limited. The PDP model provides an account of the effect of the complexity of a concept on children's cognitive performance. In this model, cognitive growth depends on four main factors: (1) learning and induction; (2) conceptual chunking; (3) serial processing strategies; and (4) the development of the ability to represent concepts of higher dimensionality. A list of 39 references is attached. (MM)

ED 354 068 PS 021 048

Eichman, Caroline; And Others
Investing in the Future: Child Care Financing Options for the Public and Private Sectors.
SPONS. AGENCY- National Education Association, Washington, D.C.
PUB DATE- Sep 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Involvement; Cost Estimates; *Day Care; Day Care Centers; Early Childhood Education; Employer Supported

ED 354 087 PS 021 136

Carson, James L.
In Search of Mediating Processes: Emotional Cues as Links between Family and Peer Systems.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Anger; *Emotional Response; Facial Expressions; Games; Parent Child Relationship; *Peer Acceptance; *Popularity; *Preschool Children; Preschool Education; *Rejection (Psychology); Sex Differences
IDENTIFIERS- Replays (Video)

This study examined children's popularity with peers and the emotional cues that were observed during parent-child interactions. Twenty-eight 4- and 5-year-olds were observed in their preschool classroom and categorized as popular or rejected. The children then participated in a two-person game with each of their parents. The play was videotaped, and facial and vocal cues were coded into 14 emotional and interactional categories. The total number of seconds that each participant displayed the cue in each category was tallied for mothers, fathers, and children. Tallies showed that parents of rejected children displayed more anger and neutral cues than other parents. Parents of popular children displayed more affective instruction cues and apologetic cues. Rejected children showed more neutral cues, and popular children more happy and laughing cues. Anger cues of rejected children correlated to a greater degree with the anger cues of their fathers than with the anger cues of their mothers. (ME)

ED 354 088 PS 021 143

Kahn, Peter H., Jr.; McCoy, Ann
Children's Moral Relationships with Nature.
PUB DATE- May 92
NOTE- 16p.; Paper presented at the Meeting of the Jean Piaget Society (Montreal, Quebec, Canada, May 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Animals; Cognitive Development; Conservation (Environment); Elementary Education; *Elementary School Students; *Moral Development; Moral Issues; *Moral Values; Perception; *Social Values; *Student Attitudes; *Value Judgment
IDENTIFIERS- *Nature

Two studies of the development of children's moral relationships with nature addressed such questions as: (1) What does it mean to say that we have an obligation not to harm the natural environment? (2) Does the natural environment feel pain? (3) Does it have rights? or (4) Is moral obligation an inappropriate construct by which to understand the moral relation of humans with nature? In one study, 60 children in grades 2, 5, and 8 were interviewed about the Prince William Sound Oil Spill. In a second study, 72 children in grades 1, 3, and 5 in an impoverished inner-city black community were interviewed on their conceptions of and values about nature. The preliminary findings from these studies provide evidence

DOCUMENT RESUME

ED 354 106 PS 021 181

Brush, Lorelei; And Others
Bilingual Beginnings: An Evaluation of the Title VII Special Populations Preschool Program. Final Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 93
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Enrollment; Financial Support; Gifted; Language Acquisition; *Limited English Speaking; *Money Management; National Surveys; Parent Participation; Preschool Children; *Preschool Education; Preschool Teachers; Program Descriptions; Special Education; *Student Evaluation; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- Linkage; Program Characteristics; *Staff Characteristics

In fiscal year 1990, the Bilingual Education Special Populations Program of the Department of Education awarded grants to 30 programs serving children of limited English proficiency. These programs were preschool projects, special education projects, or projects that served gifted children. This document reports the results of a survey, conducted by means of site visits and telephone interviews, of 15 of these programs. Chapter 1 describes the issues examined in the survey and explains the data collection process. Chapter 2 reports the survey results relating to six areas: (1) project goals, including goals for children's language development, cognitive skills, and school readiness, and for parents and staff; (2) project operation and services, including recruitment, enrollment, group size, retention, instructional methods, language usage, materials and equipment, noninstructional services, and parent involvement; (3) project linkages with educational institutions and the community; (4) project staff, including staffing patterns, child-staff ratio, and instructor characteristics and training; (5) participant evaluation, including evaluation of the progress of participating children, children's language development, and analysis of kindergarten enrollment; and (6) fiscal operations. Chapter 3 discusses the implications for policymakers and program managers of survey results that relate to project operations, services, and fiscal operations. Appendixes include tables of data for preschool projects not reported in the document and detailed profiles of the 15 projects surveyed. (BC)

ED 354 107 PS 021 190

Ahmad, Mahassen
Texas Nutrition Education and Training Program for Federal Fiscal Year 1992. Final Evaluation Report.
PUB DATE- 92
NOTE- 163p.; For earlier evaluation reports, see ED 285 897, ED 328 352, and ED 343 698.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Child Caregivers; Coordination; Elementary Education; Elementary School Students; Food Service; *Instructional Materials; Library Services; *Nutrition Instruction; *Outreach Programs; Parent Education; *Program

ED 354 127 RC 018 965

Horwood, Bert
The Goat Portage: Students' Stories and Learning from Canoe Trips.
PUB DATE- Jun 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adventure Education; Ethnography; *Experiential Learning; Foreign Countries; High Schools; High School Students; *Learning Experience; Outdoor Activities; Outdoor Education; *Personal Narratives; *Story Telling
IDENTIFIERS- *Canoeing

This study explores how high school students learn from their experiences in an extracurricular adventure program and illustrates how students' narrative inquiries relate to experiential learning. Twelve canoe trips were studied by participant observation methods. Data were collected from recorded interviews with students and staff, field notes, film and video recordings. Observations suggest that students' stories serve five educational functions; that is, they serve: (1) to authenticate the experience; (2) to interpret the experience; (3) to call attention to relationships; (4) to transmit cultural lore; and (5) to influence outsiders. Further analysis of the stories indicated that story-telling is a natural process involving spontaneous meaning construction and reconstruction over time to account for new experiences. The paper includes examples of students' stories that illustrate the educational functions of story telling. This study suggests that stories serve important purposes in learning and teaching and that story telling occupies middle ground between the extremes of formally structured class discussions and leaving the experiences to speak for themselves. (LP)

ED 354 128 RC 018 967

Castle, Emery, Ed.; Baldwin, Barbara, Ed.
National Rural Studies Committee: A Proceedings of the Annual Meeting (5th, Las Vegas, New Mexico, May 14-16, 1992).
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 92
NOTE- 102p.; For selected individual papers, see RC 018 968-971.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indians; Conservation (Environment); Demography; *Economic Development; *Hispanic Americans; Natural Resources; Public Policy; *Rural Areas; *Rural Development; Rural Economics; Social Change; Tribes; Water Resources
IDENTIFIERS- Internal Colonialism; National Rural Studies Committee; *New Mexico; *United States (Southwest)

This proceedings contains 11 papers that focus on issues and problems of rural communities in the Southwest. Papers include: (1) "Dilemmas of a New Age: A Half-Millennium of Landscape Change in New Mexico and the Southwest," by Paul F. Starrs; (2) "American Indians Today," by C. Matthew Snipp; (3) "The Southwest: Global Issues in a Regional Setting," by F. Lee Brown and Jose A. Rivera; (4) "Misunderstanding the West in General and New Mexico in Particular," by Peirce Lewis; (5) "Putting Columbus in His Place," by William Howarth; (6) "The New Mexico Rural Economy: One Person's Portrait," by Robert O. Coppedge; (7) "One Generation of Self-Determination: Native

DOCUMENT RESUME

ED 354 146 SE 052 972

Meyer, Linda A.; And Others
The Development of Science Knowledge in Kindergarten through Second Grade.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 78p.; For a similar report for grades three and four, see SE 052 973.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Concept Formation; Educational Research; *Family Influence; *Independent Reading; Instructional Materials; *Primary Education; Science Curriculum; *Science Education; *Science Instruction; Science Teachers
IDENTIFIERS- Hands on Science Activities; Science Process Skills

Trends for kindergarten through second-grade children were identified from data collected in a longitudinal study of how children develop science concepts. The study involved approximately 325 children from three school districts. A heuristic model of science learning was developed representing children's entering ability, home background, home support, teaching processes, instructional material characteristics, and end-of-year performance. Data were collected in each area, pooled, then submitted to LISREL analyses to produce a structural model for science learning at each grade level. Results showed that children's entering ability in science was the best predictor of their end-of-year science learning overall. The number of hours fathers worked was related to entering ability for kindergarten children, with fathers of higher ability children working more hours. Mothers' education level had by far the highest loadings at all grade levels; mothers' occupation, the lowest. Children's participation in science-related home activities made the greatest contribution to end-of-year performance for all grades, whereas experiences with adults and the number of books and magazines in the home affected only kindergartners' performances. No teaching variable had a significant relationship to end-of-year performance of kindergartners, but teachers' use of sustained feedback after children's incorrect responses was a significant factor in first graders' performance. Time spent in science activities and teachers' uses of science application questions contributed significantly to the performance of second graders. Teachers' coverage of content contributed negatively to end-of-year performance for both first and second graders. (Author)

ED 354 147 SE 052 973

Meyer, Linda A.; And Others
The Development of Science Knowledge in Third and Fourth Grade.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 45p.; For a similar report for kindergarten through second grade, see SE 052 972.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

ED 354 166 SO 021 687

Bjerstedt, Ake
Peace Education: A Selective Bibliography. Peace Education Reports No. 3.
PUB DATE- May 91
NOTE- 126p.
LANGUAGE- English; German; Swedish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Current Events; *Educational Research; Educational Resources; Foreign Countries; Global Approach; Higher Education; *International Education; *Peace; Secondary Education; War; World Affairs
IDENTIFIERS- *Peace Education

This bibliography on peace education focuses on books, reports, and articles written in English, German, and the Scandinavian languages. The listed materials are organized into seven categories: (1) monographs and collections of papers explicitly dealing with peace education; (2) articles explicitly dealing with peace education; (3) study materials or study guides for peace education; (4) publications on internationalization, international understanding, global perspectives in school, etc.; (5) psychological aspects of peace/war issues; (6) more general references dealing with global survival, including military and ecological threats, peace research, peace work, etc.; and (7) "Preparedness for Peace--Preparedness for the Future": reports and miniprints from the Malmo School of Education. (DB)

ED 354 167 SO 021 742

Sunbird: Final Report on the Proceedings of the Sunbird Seminar on Preservice Art Education (Long Beach, California, May 11-13, 1989) and Summaries of the Preservice Art Education Projects at Sixteen of the California State University Campuses.
SPONS. AGENCY- California State Univ., Long Beach.; Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 91
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; Art Activities; Art Criticism; *Art Education; Art History; Cultural Awareness; Elementary Secondary Education; *Group Discussion; Higher Education; *Preservice Teacher Education; *Visual Arts
IDENTIFIERS- Discipline Based Art Education

Proceedings from the Sunbird Seminar for artists, art historians, and art educators from the California State University campuses are documented in this volume. The presentations included discussions about the national context for art education and teacher credentialing in California, the Snowbird projects sponsored by the Getty Center for Education in the Arts, the history of art education, and the four disciplines included in discipline based art education (DBAE). Seminar participants also had an opportunity for small-group discussions and working sessions, during which they began the process of planning projects that would enable their art education programs to meet the recommendations of the California curriculum guidelines in art. Summary reports from 16 California State University campus projects are included. A Sunbird Projects Directory and request

DOCUMENT RESUME

ED 354 188 SO 022 704

Fluellen, Jerry E.
Unpacking Richard Paul's Strong Sense Critical Thinking. Reflection on the Annual International Conference for Critical Thinking at Sonoma State University (11th, Rohnert Park, California, August 4-8, 1991).
PUB DATE- 92
NOTE- 26p.; Paper presented at the Mid Atlantic Regional Council for Critical Thinking (1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Critical Thinking; Educational Change; Feminism; *Learning Theories; Multicultural Education; Thinking Skills
IDENTIFIERS- *Paul (Richard)

Richard Paul is one of the leading figures in the critical thinking movement. Paul defines critical thinking as disciplined, self-directed thinking that exemplifies the perfections of thinking appropriate to a particular mode or domain of thinking. This definition of critical thinking also takes into account the interests of diverse persons or groups. Moreover, Paul maintains that "future logic," in contrast to "past logic," drives the entire critical thinking movement because the pace of change has accelerated to the point that the future becomes the past faster than at any time in human history. This paper seeks to explore Paul's "strong sense" critical thinking, and does so by summarizing six presentations on the subject delivered at the International Conference for Critical Thinking held in 1991. The report also offers a redefinition of Paul's construct that includes the feminist perspective and the multicultural perspective put forth by two of the presenters. It ends with a knowledge-as-design analysis of both Paul's definition and the revised, more inclusive definition. A 14-item list of references is included. (DB)

ED 354 189 SO 022 714

Lhowe, Mary, Ed.
U.S. Immigration Policy in an Unsettled World. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; *Immigrants; International Relations; *Participative Decision Making; *Policy Formation; Social Studies; United States History; Units of Study
IDENTIFIERS- *Immigration

This document consists of a 5-day high school level study unit on issues surrounding immigration into the United States. The lessons seek to engage students in the immigration debate while at the same time exploring the topic's historical background. At the core of the unit is a framework of four options for U.S. immigration policy: (1) "Opening Ourselves to the World"; (2) "Balancing Our Responsibilities"; (3) "Competing in a Competitive World"; and "Recognizing Our Limits." The intent of

DOCUMENT RESUME

ED 354 210 SO 022 925

History-Social Science Goals and Curriculum Strands. Model Curriculum Guide, Kindergarten through Grade Eight.
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Elementary Secondary Education; Geography Instruction; *History Instruction; *Social Sciences; Social Studies; State Curriculum Guides; State History; Student Educational Objectives
IDENTIFIERS- *California

This guide is intended to assist California educators responsible for implementing the state's K-8 history-social science curriculum and provide practical ideas for bringing this curriculum into alignment with the History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve. The guide puts forth 10 principles for development of the curriculum. The principles are categorized by three broad themes: chronological history, integrated with geography, as the basis for the curriculum; ethics, civic values and the dignity of all peoples; and unifying the curriculum. The overall History-Social Science Framework identifies 12 strands for instructional development. Much of this guide is devoted to discussing the strands and demonstrating how they are reflected in course content by providing sample topics, questions, activities, and exemplars. The strands are: historical literacy; ethical literacy; cultural literacy; geographic literacy; economic literacy; sociopolitical literacy; national identity; constitutional heritage; civic values, rights, and responsibilities; participation skills; critical thinking skills; and basic study skills. The guide offers a broad range of ideas, topics, and suggested resources and respects the professionalism of educators as decision makers. (DB)

ED 354 211 SO 023 006

Cagle, William, Ed.
Lincoln Era Essay Contest: Seventh Annual Winners, 1988.
PUB DATE- 88
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil War (United States); Elections; Essays; *Presidential Campaigns (United States); *Presidents of the United States; Secondary School Students; United States History
IDENTIFIERS- *Lincoln (Abraham); *Writing Contests

The seventh annual Lincoln Era Essay Contest's theme was "Lincoln and the Elections of 1860 and 1864." The contest was open to students in grades 6 through 12 throughout the state of Indiana. This booklet includes all the winning essays. The junior high/middle school essays include: "Abraham Lincoln Journals for the 1860 and 1864 Elections" (C. Berman); "The Hearts of the Delegates Are with Us" (M. Brady); "Lincoln: His Later Years" (T. L. Hoyte); "President Lincoln and the 1860 and

DOCUMENT RESUME

ED 354 230 SP 034 315

Walker, Linda
Perceptions of Preservice Teacher Efficacy.
PUB DATE- Nov 92
NOTE- 46p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Competence; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Performance Factors; Preservice Teacher Education; Rating Scales; Self Efficacy; *Self Evaluation (Individuals); Student Teacher Attitudes; *Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors; *Teacher Effectiveness
IDENTIFIERS- Mississippi Teacher Assessment Instruments; *Preservice Teachers

The purpose of this study was to determine if there was a significant difference in the perceptions of student teachers' efficacy as measured by themselves, their cooperating teachers, and their university supervisors. A self-constructed instrument containing 30 items related to student teacher competencies was used for this evaluative measure. The sample consisted of 24 student teachers, 25 classroom teachers, and 8 university supervisors who completed surveys for the 34 student teachers enrolled during spring semester 1992. Several demographic areas were considered, but the area of interest was type which differentiated between the three groups listed above. One-way analysis of variance showed significant differences among the three types for the following items: using a variety of teaching methods, attending to routine tasks, demonstration of warmth and friendliness, evaluation of pupil progress, following school policies, maintaining accurate pupil records, and conferencing with parents. This study introduces a longitudinal study employing the instrument to measure perceptions of student teacher efficacy with future groups. Potential uses of the data include program modifications and/or additions as needed for specific competencies. Appendices include: Mississippi Teaching Competencies; the demographic survey instrument; and a oneway analysis of variance for item by type. (Contains 28 references.) (LL)

ED 354 231 SP 034 320

Moore, Thomas L.; Reeves-Kazelskis, Carolyn
Effects of Formal Instruction on Preservice Teachers' Beliefs about Multicultural Education.
PUB DATE- Nov 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 10-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Attitude Measures; *Concept Teaching; Education Majors; Elementary Secondary Education; Higher Education; *Multicultural Education; Outcomes of Education; Preservice Teacher Education; Pretests Posttests; *Student Attitudes

DOCUMENT RESUME

ED 354 249 TM 019 477

Kim, JinGyu
Assessment of Relevant Learning Processes.
PUB DATE- Nov 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Classroom Techniques; Cognitive Processes; Cognitive Tests; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Knowledge Level; *Learning Processes; Objective Tests; Student Evaluation; *Synthesis; Thinking Skills
IDENTIFIERS- *Biofunctional Model; Performance Based Evaluation; Self Regulation

Criteria for relevant classroom assessments are discussed, and a biofunctional model of learning assessment is presented. In classroom assessment, the following criteria must be considered: (1) assessment approach (process-oriented and outcome-oriented); (2) assessment context (knowledge and higher-order thinking skills); (3) assessment method (paper and pencil tests and performance assessments); and (4) assessment form (objective and subjective). Distinctions among these criteria are important in describing the array of assessment alternatives. The biofunctional model of learning clarifies how the brain engages in double-activity functioning. It assumes that learners have external (stimulus-regulated), dynamic (subsystem-regulated), and active (person-regulated) sources of control that regulate intellectual activity in the nervous system. Level of learning is defined in terms of the extent of simultaneous involvement of control and learning processes. Using this model, A. Iran-Nejad, B. Chissom, and J. Burry (1989) have suggested a biofunctional model of learning assessment, proposing that active synthesis is an unspecified function of the interaction between active control and dynamic control. The biofunctional model can open a new perspective for distinguishing between what is relevant and irrelevant in classroom assessments. (SLD)

ED 354 250 TM 019 478

Kim, JinGyu
Three Approaches for the Integration of Teaching, Testing, and Learning.
PUB DATE- Nov 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Behaviorism; Cognitive Psychology; *Computer Assisted Testing; Educational Theories; Elementary Secondary Education; Feedback; Higher Education; Holistic Approach; *Integrated Activities; Knowledge Level; *Learning; *Teaching Methods; *Test Use
IDENTIFIERS- Teaching to the Test

DOCUMENT RESUME

ED 354 268 TM 019 556

McHaney, Jane H.; Impey, William D.
Strategies for Analyzing and Evaluating Teaching Effectiveness Using a Clinical Supervision Model.
PUB DATE- Nov 92
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992). Appendix contains some filled print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; *Clinical Supervision (of Teachers); Conferences; Educational Improvement; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; Instructional Materials; Models; Problem Solving; Rating Scales; Secondary School Teachers; Supervisory Methods; Teacher Education; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- RITE Program; Strategy Choice; *Strategy Training

Materials from a training session on assessing teaching effectiveness via a clinical supervision model are presented. The historical development of classroom observations and instruments is summarized, and the five-step method of clinical supervision (Goldhammer, 1969) is detailed. One step toward the improvement of classroom instruction through clinical supervision is using a goal-setting conference to identify areas in which improvement is needed. Skills for developing instructional supervision, particularly in learning to distinguish between descriptive and judgmental statements, are also reviewed. Guidelines for good conferencing and questions for preobservation and postobservation conferences are given. Also included are worksheets for planning instructional improvement, writing a progress report, and conducting a self-assessment of conference skills. Strategies for analyzing and evaluating teaching effectiveness are listed. Objectives and worksheets are include for: (1) lesson design and development; (2) alternative strategies for teaching concepts; (3) alternative strategies for teaching generalizations; (4) alternative problem-solving strategies; (5) analysis and evaluation of teaching effectiveness through a microteaching lesson presentation; (6) a developmental performance rating scale for evaluating course assignment products; and (7) analysis and evaluation of the clinical teaching experience. Attachments describe the Reflective Inquiry Teaching Teams Project, with the help of three figures. (SLD)

ED 354 269 TM 019 557

Young, Michael F.; Kulikowich, Jonna M.
Anchored Instruction and Anchored Assessment: An Ecological Approach to Measuring Situated Learning.
SPONS. AGENCY- Connecticut Univ. Research Foundation, Storrs.
PUB DATE- Apr 92
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Bezruczko, Nikolaus; Reynolds, Arthur J.
Schools, Families, and Children: Sixth Grade Results from the 1992 Longitudinal Study of Children at Risk. Performance Evaluation Summary.
PUB DATE- Nov 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; Disadvantaged Youth; *Elementary School Students; Family Characteristics; Grade 6; *High Risk Students; Hispanic Americans; Intermediate Grades; *Longitudinal Studies; Public Schools; Research Methodology; School Surveys; *Student Adjustment; Telephone Surveys; Urban Schools; Urban Youth
IDENTIFIERS- *Chicago Public Schools IL; *Longitudinal Study of Children At Risk IL; Parent Surveys; Student Surveys

This report describes how a longitudinal study was conducted, which examined 1,235 at-risk sixth-grade students (95 percent Black and 5 percent Hispanic) in the Chicago (Illinois) Public Schools and their schools and families. The longitudinal study traced the children's patterns of school adjustment since their enrollment in government-funded kindergarten programs in the 1985-86 school year; studied the effects of their school-based intervention experiences; and assessed the effects of family, school, and individual factors on children that are open to educational alteration. Development, distribution, and collection of survey forms; telephone follow-up of mailed surveys; and data preparation and analyses are described. Data collected included: teacher ratings of children's competence and problem behaviors; children's ratings of their attitudes and behavior in and out of school; field observations of classrooms, children, and teachers; telephone interviews with parents; standardized school achievement test scores; and school records concerning grade promotion, special education placement, and mobility. Additional sections describe procedures used for each data collection effort. Appendix A summarizes data collected from 1985 through 1992. Appendix B includes the seven study instruments. Appendix C presents a report on a study completed in 1991-92 using data from the longitudinal study. (JB)

ED 354 288 UD 029 046

Golden, Olivia
Poor Children and Welfare Reform.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- 92
NOTE- 205p.; Foreword by Lisbeth Schorr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; Case Studies; Children; *Child Welfare; *Disadvantaged Youth; Early Childhood Education; Family Problems; *Family Programs; Federal Programs; Government Role; Policy Formation; Poverty Programs; Program Administration; Program Effectiveness; *Public Policy; Research Methodology; Welfare Agencies; Welfare Recipients; *Welfare Services
IDENTIFIERS- Reform Efforts; *Welfare Reform

This book analyzes how welfare reform can improve the lives of children, based on a study of successful programs that provide

Enomoto, Kayoko
Interlanguage Phonology: The Perceptual Development of Durational Contrasts by English-Speaking Learners of Japanese.
PUB DATE- 92
NOTE- 15p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Adults; *Auditory Perception; *English; Foreign Countries; *Interlanguage; *Japanese; Language Proficiency; *Language Research; Native Speakers; *Oral Language; *Phonology; Second Language Learning; Speech Synthesizers

This paper reports on a small-scale pilot study further investigating the perceptual development in the acquisition of durational contrasts by different levels of adult English-speakers of Japanese. Four kinds of naturally spoken word-tokens were edited by a synthesizer to generate word-stimuli varying the duration of a certain consonant/vowel (originally contained in each word-token) along a durational continuum. These synthetic word-stimuli were randomized and presented to both native speakers and English-speaking learners of Japanese, in four forced-choice word identification tasks. The overall identification data in all tasks, indicated that the second language learners' levels of language experience or proficiency correlated positively with the closeness of their perceptual categories of the durational continua, to the perceptual categorization of the native speaker group. This seems to imply that the second language learners' initial perceptual categories or perceptual targets, may be possibly modified/developed towards the "categorical perception" model shown by the native speakers in the course of adult second language acquisition. (Contains 24 references.) (Author)

ED 353 838 FL 020 975

Georgakopoulou, Alexandra
Participant Reference in Greek Personal Experience Narratives.
PUB DATE- 92
NOTE- 15p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Cognitive Processes; Discourse Analysis; Foreign Countries; *Greek; Oral Language; *Personal Narratives; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Referents (Linguistics)

This paper, based on the analysis of forty oral and forty written personal experience narratives elicited from the same subjects for two different audiences, explores the shaping of participant reference with respect to considerations of audience and the effect of modality. The discussion first focuses on the impact of cognitive constraints on the referential patterning of the data and then turns to the discourse factors/functions that trigger nominal reference in the narratives at hand. Of these functions, evaluation is particularly stressed for its role in the elicitation of explicit forms of reference. What this paper mainly shows is that the contextual parameters of audience and modality play a crucial role in the functioning of the factors discussed that underlie referential choices: these are modeled on the

IDENTIFIERS- *Content Area Teaching

A content-based curriculum in English as a Second Language (ESL) focusing on prenatal self-care is presented. The course was designed as a solution to the problem of inadequate prenatal care for limited-English-proficient Mexican immigrant women. The first three sections offer background information on and discussion of (1) content-based ESL instruction, including related methods, rationale, its use in different academic settings, issues in implementation, and adaptation to adult education; (2) the health needs of Mexican women, including cultural and practical barriers to use of health care and health services, and benefits of prenatal care; and (3) the rationale for and design of prenatal care instruction through content-based ESL, including educational benefits, materials, other prenatal care resources, adapting materials for content-based instruction, and design issues. The curriculum itself is then presented. It consists of lesson plans and 44 student handouts on these topics: the body, the fetus, going to the doctor, nutrition during pregnancy, giving birth, and well-baby care. Notes for the instructor and ideas for vocabulary exercises are included. A 100-item list of content and methodological resources is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 353 860 FL 800 598

Irvine, Patricia, Ed.; And Others
The Naturalization Process in New Mexico. A Guide for ESL Teachers and Advocates.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Citizenship Education; *Compliance (Legal); *English (Second Language); Hispanic Americans; *Interviews; *Literacy Education; *Records (Forms); Spanish Speaking; Standardized Tests; Test Wiseness
IDENTIFIERS- *Immigration and Naturalization Service; New Mexico

This guide provides an overview of the naturalization process and what it means to Hispanic immigrants, describes techniques for integrating English-as-a-Second-Language (ESL) and civics/history content in multilevel classes, offers directions for filling out the naturalization forms and completing the legal steps to naturalization, and provides strategies for getting through the Immigration and Naturalization Service (INS) oral interview and literacy test. The manual consists of six articles by different authors, and appended materials. The articles include: "U.S. Citizenship--Who Needs It?" (Patricia Irvine); "Using Grids to Integrate ESL and Content" (Jamie Treat); "'Yes, I Can Write English': Preparing ESL Students for the Literacy Exam" (Pat Bonilla); "Visual Aids: Islands in a Sea of Print" (Judy Kaul); "Naturalization: The Application (Form N-400)" (Jane Kochman); and "Naturalization: The Interview" (Dan Weber). Appended materials include: an outline of steps in the naturalization process; INS Forms N-400 (application to file petition for naturalization), G-325 (biographic information), and N-430 (request that applicant appear for interview); a chart of the rights of U.S. citizens; 100 INS civics questions, with answers, in English and Spanish; and 20 INS statements, in English, for literacy practice. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education) of similar institutions through review of applicable policies, procedures, rules, and regulations; interviews with SUNY Central Administration and campus management and staff; surveys of 34 peer institutions located in 17 states; review of SUNY financial and operating information; and observation of various SUNY operations. In addition, two SUNY campuses were visited. The analysis found that, for fall 1989, 2,111 full-time undergraduate students were charged resident tuition rates although information on their applications indicated that they were nonresidents. Those making campus visits reviewed relevant records for 211 of these students and found that 46 students were charged incorrect rates with no indication of follow-up by school administration. Comparison of SUNY's tuition policy on the establishment of domiciliary intents found it generally consistent with other institutions. However, SUNY is more lenient in accepting declarations of financial independence than 55 percent of the responding peer institutions. Appendixes contain a list of contributors to the report, the State Comptroller's notes and the comments of SUNY officials. (JB)

ED 353 880 HE 026 135

Walsh, John T.; And Others
State University of New York: Further Standardization of Administrative Computing Systems at the Campuses Could Produce Substantial Savings. Report 92-S-57.
PUB DATE- 5 Nov 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Automation; *Computer System Design; Cooperation; Equipment Standards; Facilities; Higher Education; *Institutional Administration; Leadership; Program Evaluation; Technological Advancement
IDENTIFIERS- *State University of New York

This study examined the status of a State University of New York (SUNY) plan to standardize administrative computer systems and the success of the implementation in light of the intention to proceed using cooperative leadership rather than an executive order or policy mandate. The Comprehensive Computer Upgrade Program (CCUP) aimed to modernize campus mainframe computing facilities, establish a SUNY-wide data communications network, and increase standardization of administrative systems. The evaluation proceeded by interviewing SUNY management, reviewing and analyzing planning documentation, and analyzing responses from 29 campuses to a questionnaire dealing with campus development and maintenance of administrative systems. The evaluation found that SUNY has made progress in standardizing administrative systems at the campuses. However, further standardization and cost savings are possible and to achieve this, Central Administration must provide stronger, executive-level direction. In particular, the policy of cooperative leadership has been unsuccessful with four university centers where few steps have been taken toward standardization and where centers continue to develop and maintain unique systems. However, the cooperative leadership has been more successful at the other SUNY campuses. Appendixes list major contributors to the report and also provide State Comptroller's notes and the comments of SUNY officials. (JB)

ED 353 881 HE 026 136

Guaranty Agency Solvency: Can the Government Recover HEAF's First-

Languages; *Teacher Salaries; *Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges, based on an annual survey of over 600 colleges and universities. Data cover the following disciplines: Engineering Related Technologies, Foreign Languages, Geography, Geology, History, Home Economics, Letters, Library and Archival Sciences, Life Sciences, Mathematics, Multi-Interdisciplinary Studies, Music, Nursing, Philosophy and Religion, and Physical Education. Presented for each discipline is a summary of the overall average salary increase between the baseline year of 1988-89 and the trend year, 1991-92, for both public and private institutions. Data from institutions participating in both years are compared with each other and with the consumer price index. Also included are average salaries by rank and the faculty mix percentage as well as comparisons with other disciplines and between the public and private institutions. The participating institutions are listed. (JB)

ED 353 899 HE 026 157

Howe, Richard D.; And Others

Salary-Trend Studies of Faculty for the Years 1988-89 and 1991-92 in the Following Academic Disciplines/Major Fields: Physical Sciences; Physics; Political Science and Government; Protective Services; Psychology; Reading Education; Secretarial and Related Programs; Special Education; Speech Pathology/Audiology; Social Sciences; Sociology; Student Counseling and Personnel Services; and, Visual and Performing Arts.

PUB DATE- 92

NOTE- 198p.; For other volumes in this set see HE 026 155-156.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); Audiology; *College Faculty; Comparative Analysis; Departments; Full Time Faculty; Higher Education; *Intellectual Disciplines; Physical Sciences; Physics; Political Science; Private Colleges; Psychology; Public Colleges; Reading Instruction; Secretaries; Social Sciences; Sociology; Special Education; Speech Pathology; Student Personnel Services; *Teacher Salaries; *Trend Analysis; Visual Arts

IDENTIFIERS- Protective Services

This volume provides comparative data for faculty salaries in public and private colleges, based on an annual survey of over 600 colleges and universities. Data cover the following disciplines: Physical Sciences, Physics, Political Science and Government, Protective Services, Psychology, Reading Education, Secretarial and Related Programs, Special Education, Speech Pathology/Audiology, Social Sciences, Sociology, Student Counseling and Personnel Services, and Visual and Performing Arts. Presented for each discipline is a summary of the overall average salary increase between the baseline year of 1988-89 and the trend year, 1991-92, for both state and private institutions. Data from institutions participating in both years are compared with each other and with the consumer price index. Also included are average salaries by rank and the faculty mix percentage as well as comparisons with other disciplines and between the public and private institutions. The participating institutions are listed. (JB)

ED 353 900 HE 026 158

learning. The importance of this moratorium period can only be understood in the wider context of the educational and work institutions of Japanese society. This study, involving in-depth interviews of 84 students from 15 universities in Tokyo, Nagoya, Sendai, ad Osaka, examines the role of university education in the lives of Japanese youth. The study reveals that university students don't feel particularly under pressure to work hard in school, because employment hiring practices are heavily weighted in favor of the name of the college attended, not academic achievement. In addition, most companies don't rely on colleges to train the future employee because the companies do their own training. College entrance exams are the main hiring credentials used to measure student capability. College freedom in Japan is an opportunity to explore oneself and one's relation to society. (Author/GLR)

ED 353 918   HE 026 179

Cordilia, Ann
College: Its Relation to High School and Employment Requirements in Japan and the United States.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Comparative Education; Cultural Differences; Cultural Influences; *Decision Making; Education Work Relationship; Foreign Countries; *Higher Education; *High Schools; *Individual Development; Long Range Planning; Outcomes of Education; Parent Child Relationship; Peer Influence; *Student Behavior; Undergraduate Study
IDENTIFIERS- *Japan; Japanese Education; *United States

This paper examines the characteristics of high school and college as life stages of young people in Japan and the United States and suggests some of the ways in which these experiences mesh with the demands of the occupational structure. The paper first contrasts the differences in the Japanese and American student experience during their high school education, particularly as it applies to the levels of parental and peer control and influence. Next, the paper examines the college experience within Japan and the United States in its transitional role from high school to entry into society. Finally discussed is the permanency, timeliness, and control of one's life choices involving occupational success as experienced in both societies. Overall, Japanese society provides greater guidance and control over life choices, whereas in the United States adult control is mostly absent after high school allowing for greater individual decision making. This freedom to make independent choices so freely, however, can cause disruptive and even catastrophic events in the individual and society; whereas in Japan, the college experience results in a smoother transition into society which often is not very costly in terms of either personal or social stability. The United States allows for corrections of wrong choices early in life; Japan is less forgiving. (GLR)

ED 353 919   HE 026 180

Lambert, Leo M., Ed.; Tice, Stacey Lane, Ed.
Preparing Graduate Students To Teach. A Guide to Programs That Improve Undergraduate Education and Develop Tomorrow's Faculty. From a Comprehensive National Survey of Teaching Assistant Training Programs and Practices.

humanities graduates in Sweden. Following an introduction in section 1, section 2 offers a short description of the evolution of humanities and social sciences in Swedish higher education. This section covers the organization of undergraduate study programs, the relative size of higher education study programs in the social sciences and humanities, and postgraduate recruitment. Section 3 presents a basis for comparisons with the labor market situation in other countries covering outflow into the labor market, changes in the market, and expected future developments. Section 4 deals in greater depth through case studies with a number of study programs, Social Work, Public Administration, and Humanities and individual subjects from the main "classical" disciplines in higher education: Economics, History and French. This section describes their content, organization and the role of the study programs and their relation to the employment sector. An appendix contains tables listing study programs for administrative, economic and social professions; study programs in the cultural and informational sectors; study times; costs for undergraduate study; and occupational breakdown by educational group. (JB)

ED 353 938 HE 026 199

Drake, Keith
Higher Education and Employment: The Changing Relationship. Recent Developments in Continuing Professional Education. Country Study: United Kingdom.
SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- 91
NOTE- 77p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Administration; Economic Factors; Educational Demand; Educational Finance; *Educational Trends; *Education Work Relationship; Foreign Countries; Government Role; *Higher Education; Labor Market; *Professional Continuing Education; School Business Relationship; Universities
IDENTIFIERS- *United Kingdom

This report, one of a series of country studies on higher education and employment particularly in continuing professional education, looks at recent developments in Great Britain. In particular the report concentrates on developments at the interface between the country's higher education system and working adults in managerial or professional jobs. Following a preface and an introduction the first of four main sections describes the nature of continuing professional education including its development, the roles and responsibilities of various actors, access, certification and accreditation issues, and funding. The second section reviews the market for continuing professional education: the employer's perspective, the role of professional associations and the activities of other organizations such as commercial providers. The third section outlines higher education's response to changes and their central role in providing continuing professional education as well as discussing the effect of demand for continuing education on the universities and the place these services take in the universities. A concluding section argues that development of continuing professional education has been haphazard and unbalanced and argues for increased collaboration between industry and higher systems cannot reduce the problem of learning effective strategies to the problem of identifying rule utility in isolation. We document the seriousness of these problems with an example domain theory. With this theory, PRODIGY/EBL generates control strategies which are up to 17 times slower than the original planner. While this raises serious questions about the effectiveness of PRODIGY/EBL, we also claim that the utility generalization and composability problems are basic issues which are not adequately addressed by current speed-up learning techniques. We introduce an alternative technique called COMPOSER. This system is based on a sound statistical model which is validated with a series of experiments. COMPOSER successfully avoids the utility generalization and composability problems. (Contains 33 references.) (Author/ALF)

ED 353 957   IR 015 916

Moede, Lauren Hall
Chapter 2 Formula: 1991-92. Final Report.
PUB DATE- Jun 92
NOTE- 45p.; For the 1990-91 report, see ED 343 552.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Extracurricular Activities; *Federal Aid; Federal State Relationship; Financial Support; *High Risk Students; *Instructional Materials; *Learning Laboratories; Library Materials; *Microcomputers; Optical Data Disks; Preschool Education; *Program Evaluation; School Support; School Surveys; Second Language Learning; Spanish; Staff Development; Student Transportation
IDENTIFIERS- Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2

Education Consolidation and Improvement Act (ECIA) Chapter 2 Formula has provided funding to the Austin (Texas) Independent School District (AISD) in order to expand existing programs and implement new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state or local funding sources. Continued funding will allow the District to provide programs that meet the educational needs of at risk students, provide for the acquisition and use of educational materials, provide training for District personnel, provide programs to enhance the personal excellence of students and student achievement, and provide for other innovative projects, such as early childhood education programs. In 1991-92, Chapter 2 Formula funds were allocated for 15 programs, which are described in some detail in this report: (1) Academic Decathlon; (2) Bridge Computer Lab at Read Elementary; (3) Wicat Computer Lab at Blanton Elementary; (4) Writing to Read Computer Lab at Blackshear Elementary; (5) Extracurricular Transportation; (6) Library Resources; (7) Middle School Homeroom Training; (8) Multicultural/Special Purpose Buses; (9) Prekindergarten Supplements; (10) Secondary Library Technology Support; (11) Spanish Academy; (12) Support for Restructured Robbins Secondary School; (13) Technology Learning Center; (14) Private Schools; (15) Administration/management; and (16) Evaluation. The description of each of these programs includes a summary of its effectiveness based on a districtwide employee survey. An executive summary of the report is also provided. (Contains 6 references.) (ALF)

Washington, DC.
PUB DATE- Mar 89
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Computer Networks; *Computer Storage Devices; *Databases; *Government Publications; Information Management; Information Retrieval; Information Storage; Microcomputers; Optical Disks; *Policy Formation; *Preservation; *Records Management; Standards
IDENTIFIERS- *National Archives and Records Administration

The objectives of this project were to assist the National Archives and Records Administration (NARA) in developing a policy for the representation, transfer, access, and preservation of electronic records of permanent value. A lack of attention to the management, retention, and selective preservation of these machine-readable records will result in their loss. Even if the information is physically present on a physical storage device, without proper indexing or descriptive information, it will become unusable. A major portion of this report is devoted to discussing the internal electronic information management requirements that NARA must satisfy to preserve its electronic information holdings. It is noted that this process will be complicated by two factors: much of the descriptive information that NARA must manage must be provided by the originating agencies, and constant changes in computer and storage technology will require constant monitoring and readiness to change methods of managing electronic record holdings. Various standards that now exist, or are expected to exist, are recommended for use by NARA in seeking solutions to the problems of managing electronic records. A prototype software system for the exchange of documents produced under different word processor systems is presented to illustrate the application of these standards. Four appendices provide additional detailed information: (1) Document Interchange Standards: Description and Status of Major Document and Graphics Standards (Judi Moline, 1988); (2) Database, Data Dictionary, Interchange, and User Interface Standards: Description and Status (Margaret H. Law with assistance from Leonard Gallagher and Tim Boland); (3) Recommendations for Document Transfer Standards and Their Integration into National Archives Policy (Judi Moline); and (4) Recommendations for Database and Data Dictionary Standards and Their Integration into National Archives Policy (Wilma M. Osborne, Bruce Rosen, and Leonard Gallagher). (DB)

ED 353 979 IR 054 335

Jaques, Thomas F.
Clear Purpose...Complete Commitment: A Long-Range Program To Provide Louisianians with Library and Information Services Adequate to Their Needs, 1993-1997.
PUB DATE- 92
NOTE- 95p.; For the 1992-1996 report, see ED 344 593.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Disabilities; English (Second Language); Federal Programs; Library Administration; *Library Development; *Library Networks; *Library Planning; *Library Services; Library Standards; Literacy Education; Long Range Planning; Low

public international law and graduate students in fields other than law, this guide is specifically addressed to students at San Francisco State University, although the resources discussed are typical of those to be found in a medium-sized academic library. The guide is divided into the following sections, each of which includes photocopied examples from the materials discussed: (1) beginning research with dictionaries and encyclopedias; (2) locating books; (3) locating periodical articles; (4) international conventions and treaty research; (5) judicial decisions and arbitral awards; and (6) teachings of the most qualified publicists. The section on international conventions and treaties is the longest in the guide, covering definitions, compendia, indexes to treaty collections, electronic databases, treaties to which the United States may not be party, texts of treaties, and international, regional, and nongovernment organizations. (KRN)

ED 353 998 IR 054 374

A Statement from the Research Library Committee.
SPONS. AGENCY- American Council of Learned Societies, New York, N.Y.; Association of American Universities, Washington, D.C.; Social Science Research Council, Washington, D.C.
PUB DATE- May 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Access to Information; *Change Strategies; Financial Support; Futures (of Society); Higher Education; Information Technology; Librarians; Library Automation; *Library Cooperation; *Policy Formation; *Research Libraries
IDENTIFIERS- Library of Congress; Scholarly Writing

This pamphlet summarizes the principal recommendations of the Research Library Committee of the Council on Library Resources regarding library response to the rapid transformation brought about by integrated information technologies, rising costs, and the growth in the amount of information available. Central issues for research libraries are identified, including how the university can determine and maintain a balance in library services, realistic expectations for interinstitutional cooperation, the requirements of multidisciplinary research, and the library's responsibility for electronic information. Recommendations in the following areas are offered: (1) the relationship of the Library of Congress to other national collections; (2) collaboration between libraries; (3) scholarly communications; (4) the library in the university structure; (5) the capabilities needed by the library staff; and (6) funding. Background on the Research Library Committee and a list of members are included. (KRN)

ED 353 999 IR 054 375

Boucher, Julie J.
Statistics & Input-Output Measures for Colorado Public Libraries: 1991.
PUB DATE- Aug 92
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation

*Educational Finance; *Educational Trends; Enrollment; Financial Needs; Full Time Equivalency; Fund Raising; Institutional Advancement; *Institutional Characteristics; Questionnaires; Staff Development; State Surveys; Tables (Data); Teaching Conditions; Technical Institutes; Two Year Colleges

IDENTIFIERS- *Arkansas

In 1992, a survey was conducted of Arkansas Community and Technical Colleges to examine issues related to full-time equivalent (FTE) student enrollment during academic years 1989-90, 1990-91, and 1991-92; budget and tuition trends for the same period; faculty status and teaching conditions; expenditure controls; institutional advancement activities; future financial directions; and staff development activities. Study findings, based on a 100% response rate for the technical colleges (n=10), and a 56% response rate from the community colleges (n=5), included the following: (1) in 1991-92, the average institutional FTE enrollment was 2,149 for the community colleges and 364 for the technical colleges; (2) average total operating budgets for 1991-92 were $5,189,114 for community colleges and $1,992,796 for technical colleges; (3) during the previous 3 years, 4 of the 5 community colleges and 9 of 10 technical colleges had increased tuition to compensate for declines in other revenue sources; (4) in 1991-92, community colleges employed an average of 38 full-time and 63 part-time faculty, while the technical colleges employed an average of 25 full-time and 15 part-time faculty; (5) in 1991-92, the typical full-time faculty member taught an average of 5 classes comprised of 21 students at the community colleges, and 6 classes comprised of 18 students at the technical colleges; (6) 4 of the 5 community colleges and 1 of the 10 technical colleges were actively soliciting outside grants; and (7) 4 of 5 community colleges and 1 of 10 technical colleges felt that Arkansas' method for funding institutions was unreasonable and/or unfair. The survey instrument and detailed data tables are included. (PAA)

ED 354 017   JC 920 575

Toward a Model Academic Administrator Evaluation Policy. Adopted November 7, 1992.

PUB DATE- 7 Nov 92

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Administrator Responsibility; Community Colleges; Educational Policy; *Evaluation Criteria; *Evaluation Methods; Job Skills; Models; Occupational Information; Professional Development; *State Standards; Statewide Planning; Two Year Colleges

IDENTIFIERS- *California Community Colleges

In developing procedures for evaluating academic administrators which both meet legal requirements and foster professional development, institutions should provide for the participation of faculty and other employees directly affected by the administrator's position; develop clear and complete job descriptions for each administrative position; conduct evaluations in a timely manner at regular and reasonable

IDENTIFIERS- *South Florida Community College

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in January 1993 at South Florida Community College (SFCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, the cooperative process used in conducting plant surveys, and the scheduling, purposes, and statutory foundation of plant surveys in the Florida community college system. Section 4 presents a historical overview of SFCC, including its major purposes, goals and policies as they relate to the capital improvements program. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of SFCC. Section 7 provides an inventory of existing sites and facilities, including a table of existing satisfactory student stations and space used by faculty, and a discussion of instructional and auxiliary facilities. Section 8 provides a plan for housing programs, students, and services, and section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The final section offers recommendations for specific construction, remodeling and renovating plans, as well as data on site acquisition, development, and improvement needs and costs for each campus, totaling $47,980,467 college wide. (MAB)

ED 354 034   JC 930 074

Yao, Min; Souza, Tony
Developing and Validating an Intermediate English Reading Test for English-as-a-Second-Language Learners.
PUB DATE- 18 Dec 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Diagnostic Tests; *Educational Testing; *English (Second Language); Foreign Countries; Language Proficiency; Language Skills; *Language Tests; Limited English Speaking; Second Language Programs; *Student Placement; Test Construction; *Test Validity; Two Year Colleges
IDENTIFIERS- Intermediate English Reading Test; Vancouver Community College BC

In order to more accurately place its intermediate English-as-a-Second-Language students in English courses, Vancouver Community College at King Edward Campus (KEC) developed the Intermediate English Reading Test (IERT). The goal was to create a test of minimum length that would yield scores with the necessary degree of reliability and validity for fine grading people whose English command is at the intermediate level. After consulting with reading instructors in the English Language Skills Department, a 20-minute test was devised consisting of a 1-page reading passage, an 8-question vocabulary section, and a 7-question comprehension section. Pilot testing was completed over 2 days with 344 intermediate level students at KEC speaking 56 different languages as their first language. The evaluation showed that the two sections were at the appropriate difficulty level for testees, but the comprehension section proved to be a slightly more reliable measure than the vocabulary section. The relatively moderate reliability of the test is viewed as acceptable because two

College Transfer Students; Community Colleges; *Educational Trends; English (Second Language); Enrollment Influences; *Enrollment Trends; Higher Education; *Liberal Arts; Longitudinal Studies; State Universities; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In spring 1991, the Center for the Study of Community Colleges (CSCC) in Los Angeles, California, conducted the seventh in a series of studies of trends in liberal arts course offerings in community colleges nationwide. During spring 1992, CSCC developed a taxonomy for non-liberal arts courses, and completed a course section tally using the same 164 community colleges participating in the 1991 study. Study findings were combined with results from CSCC's ongoing Transfer Assembly Project to examine a number of research questions including: areas of change in the community college curriculum; the relationship between curricular emphases and transfer rate; the percentage of non-liberal arts courses which are transferable to four-year institutions; and the relationship between institutional characteristics (e.g., size and location) and curricular offerings. Major findings of the study included the following: (1) a total of 104,565 course sections were tallied, of which 45,360 (43.4%) were non-liberal arts courses; (2) while course offerings in agriculture and engineering have shown considerable decreases between 1978 and 1991, English-as-a-Second-Language course sections have increased dramatically during this same period, comprising over half of all foreign language enrollments in 1991; and (3) in California, close to two-thirds of non-liberal arts courses are transferable to comprehensive state universities. A detailed breakdown of course offerings by discipline area, a description of the taxonomy used for the 6 liberal arts discipline areas and the 10 non-liberal arts discipline areas, data tables, and references are included. (PAA)

ED 354 051 JC 930 091

A School of the Future...Today.
PUB DATE- Oct 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computers; Computer Software; Computer Uses in Education; Cooperative Programs; *Educational Equipment; *Educational Technology; High Schools; Information Networks; *Information Technology; Interactive Video; *Magnet Schools; Multimedia Instruction; Optical Data Disks; *Technical Education; Vocational High Schools
IDENTIFIERS- *Lincoln County School of Technology NC

In an attempt to improve vocational education in Lincoln County, North Carolina, the Lincoln County School of Technology (LCST) was established by a partnership between a local foundation, the county Economic Development Commission, and the local community college, Gaston College. LCST is a magnet school, providing technical classes to local high school students, and is designed to teach generic competencies in industrial, health and human, and business and marketing technology. LCST's three-way partnership enabled it to provide students with up-to-date instructional equipment, including: (1) computer networks for electronic mail, office automation, and student management software; (2) CD-ROM, to store large amounts of multi-media information; (3) fax machines, to provide training in what

Day Care; Family Day Care; *Financial Problems; Financial Support; Government Role; Grants; *Private Financial Support; *State Aid; Tax Credits
IDENTIFIERS- *Financing Options; *Partnerships

Sweeping changes in the economy, the makeup of the labor force, and family structure have altered both the family and the workplace, and have changed the way society must respond to family needs. The supply of child care is inadequate to meet families' child care needs, and many parents cannot afford to pay the full fees for child care. Public officials and corporate leaders have begun to look for ways to expand and improve child care in order to improve the quality of life in their communities and to serve the needs of their employees. Barriers to financing child care include: (1) inability of providers to secure long-term financing; (2) inflexible underwriting standards; and (3) banks' aversion to making small loans. Options for public funding of child care include state-, local-, and community-based initiatives that involve grants and loans, bonds, and employer tax credits; and initiatives, such as linkage ordinances and zoning bonuses, that target real estate developers. Options for private sector funding of child care include initiatives that involve bank loans, community development corporations, investment funds, pension fund investments, and employer funds and partnerships. Programs that exemplify the public and private initiatives are described. Appendices list major federal programs that impact child care and provide additional information on alternative financing mechanisms. A list of 18 references is provided. (SM)

ED 354 069 PS 021 049

Bailey, Becky; Lee, Gi-Hyoun
Early Childhood Education in Korea.
PUB DATE- Sep 92
NOTE- 25p.; Paper presented at the Conference of the Florida Association for Children Under Six (Orlando, FL, September 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Child Rearing; Class Activities; Cultural Awareness; Curriculum Design; Day Care Centers; *Early Childhood Education; Foreign Countries; Infants; Intercultural Communication; *Kindergarten; *Kindergarten Children; *Korean Culture; Preservice Teacher Education; *Student Behavior; Teacher Student Relationship
IDENTIFIERS- *South Korea

The Korean kindergarten curriculum involves a mixture of Japanese, American, and Korean methods. The Japanese influence is reflected in the use of large group instruction and an expectation of uniformity from the children, influences from the United States include a consideration for children's individual interests, and the Korean influence is seen in a focus on self-esteem, Korean culture, and a strong Korean identity. Korea has two kinds of kindergarten, public and private, both of which are regulated by the Ministry of Education. The curriculum focuses on physical, emotional, cognitive, social, and language development. Day care is available for prekindergarten children through day care centers, Semaull Head Start (a program for low-income children), and infant schools. Teacher training for early childhood education relies heavily on vocational training colleges. Three major cultural factors which contribute to the for several overarching ways in which children reason about the natural environment: (1) homocentric reasoning, in which an appeal is made to the child's understanding of how the action of one person or group harms the physical welfare of others, or infringes on others' rights: the natural environment acts as an intermediary; (2) intrinsic values and rights reasoning, which highlights the idea that the natural environment has a moral standing at least partly independent of its value as a human commodity; (3) relational reasoning, which consists of framing the relationship with animals in a homocentric way such that animals serve human psychological needs; and (4) conceptions of harmony with nature that follow syllogistic reasoning. The findings build on children's obligatory and discretionary moral judgments and respond to two different questions on moral theory: What does morally right action consist of? and, What does it mean to be a morally good person? (HOD)

ED 354 089 PS 021 144

Schorr, Lisbeth B.; Schorr, Daniel
Within Our Reach: Breaking the Cycle of Disadvantage.
PUB DATE- 89
NOTE- 398p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *At Risk Persons; Child Health; Children; Community Programs; *Disadvantaged; *Disadvantaged Youth; Early Childhood Education; *Early Intervention; Early Parenthood; Elementary Secondary Education; Federal Programs; Poverty; *Poverty Programs; Public Policy; *Social Services; State Programs

This book discusses issues involved in the current debate over the nature and effectiveness of anti-poverty programs, and examines the high economic and social costs of, and the risk factors involved in, cyclical poverty. The book offers suggestions to help solve the problems of cyclical poverty and chronic disadvantage by highlighting effective local and state programs that: (1) combat early and unplanned pregnancies; (2) improve prenatal care and child health services; (3) strengthen families; and (4) improve the care and education of young children. The need for national health care reform and intensive early intervention programs for high risk populations is also discussed. Three recommendations for breaking the cycle of disadvantage are offered. First, nationwide programs that are already operating effectively should be extended to all who are eligible. These programs include Head Start and the Special Supplemental Food Program for Women, Infants, and Children. Second, states and local communities must be helped to extend those successful programs that have heretofore operated only on a small scale. Third, all concerned individuals must realize that investing in the futures of disadvantaged children necessitates a significant financial commitment. Contains 475 references. (MDM)

ED 354 090 PS 021 145

Lockledge, Ann; Hayn, Judith A.
Describing Students in Middle Level Classrooms.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Evaluation; Resource Materials; State Federal Aid; *State Programs; Teacher Education; Workshops
IDENTIFIERS- Minigrants; *Nutrition Education and Training Program; Public Service Advertising; *Texas

The U.S. Department of Agriculture's Nutrition Education and Training Program (NET) provides nutrition information and instructional resources for children, parents, educators, and food service personnel. This report describes the evaluation methods of the NET Program in Texas in fiscal year 1992, describes evaluation results, and offers recommendations. Section I of the report provides an executive summary of the evaluation activities. Section II describes the NET Program's outreach activities, including nutrition workshops, a lending library, distribution of instructional materials, and public presentations. Section III reports on the evaluation of the contracts awarded to promote the School Breakfast Program. The development and evaluation of the "Earl E. Bird" Public Services Announcement are reported in Section IV. Section V provides a general evaluation of the NET Program. Appendices include copies of the evaluation instruments used in the NET Program, the results of a survey conducted by NET at the 82d Annual Convention of the Texas Parent Teacher Association (PTA), and the correspondence and questionnaire used in evaluating the "Earl E. Bird" Public Service Announcement. (ME)

ED 354 108 PS 021 221

Children and Youth At Risk. Conference Proceedings (Washington, D.C., February 5-7, 1990).
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.; Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- Feb 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education Programs; Dropout Prevention; *Educational Policy; *Educational Strategies; Education Work Relationship; *Elementary Education; Elementary School Students; Family School Relationship; *High Risk Students; Parent Participation; Preschool Children; *Preschool Education; Program Descriptions
IDENTIFIERS- France; Great Britain; Integrated Services; Japan; Netherlands; United States; West Germany

In 1989, the Organization for Economic Cooperation and Development approved a 3-year international project to identify programs that have been effective in helping children at risk of educational failure. A conference held to launch the project identified program strategies for serving at-risk youth, determined ways for member countries to improve their strategies, and defined the focus of case studies of effective programs. This report summarizes the papers presented at the conference. Session 1 of the conference examined programs for preschool children. Papers presented in this session discussed a multiprofessional approach to working with preschool children and their parents in Britain and the United States; parents' benefits from involvement in child care in France; and parents' involvement in their children's schools. Session 2 considered promising practices for educating disadvantaged elementary school children. Papers described a program for improving the education of at-risk students and a program to restructure elementary schools to ensure the success of all students.

American Economic Self-Reliance in New Mexico," by Theodore S. Jojola and Herman Agoyo; (8) "Hispanic Americans in the Rural Economy: Conditions, Issues and Probable Future Adjustments," by Refugio I. Rochin; (9) "Information Technologies and Rural Economic Development," by Don A. Dillman; (10) "Size, Function, and Structure: Jurisdictional Size Effects on Public Sector Performance," by Ronald J. Oakerson; and (11) "Large Metropolitan Areas: Their Functions and Prospects," by Edwin S. Mills. (SV)

ED 354 129 RC 018 968

Snipp, C. Matthew
American Indians Today.
PUB DATE- May 92
NOTE- 12p.; In: National Rural Studies Committee: A Proceedings of the Annual Meeting (5th, Las Vegas, New Mexico, May 14-16, 1992); see RC 018 967.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian History; *American Indian Reservations; *American Indians; Business; *Economic Development; Educational Attainment; Elementary Secondary Education; Higher Education; Natural Resources; Population Distribution; *Population Trends; *Tribal Sovereignty; Tribes

This paper reviews American Indian demography and the political and economic conditions on Indian reservations. After collapsing during the 19th century, the American Indian population grew gradually during the early 20th century, approaching 2 million in 1990. American Indians are heavily concentrated in the West, northern Midwest, and Oklahoma; about half live on or near reservations. The Indian population comprises over 300 tribes and is extremely diverse, but social and economic disadvantages are a common denominator. High school dropout rates are alarmingly high, as are poverty and unemployment rates. The current economic circumstances of American Indians in many ways reflect a long history of federal efforts to exterminate, subordinate, or assimilate them. These efforts are reflected in five eras of federal-Indian relations: removal, allotment, the Indian New Deal, termination and relocation, and self-determination. Today, many tribes have assumed substantial control over education, human services, and natural resources on their reservations. Economic development and eventual financial independence are being pursued as an alternative to uncertain federal aid. Many reservations have substantial resources in agricultural land, timber, water, and minerals. The 24 tribal colleges are playing a key role in human resource development. Economic development strategies include tribal businesses, attracting outside industries, entrepreneurship, legal gambling, and taking advantage of treaty rights. (SV)

ED 354 130 RC 018 969

Jojola, Theodore S.; Agoyo, Herman
One Generation of Self-Determination: Native American Economic Self-Reliance in New Mexico.
PUB DATE- May 92
NOTE- 7p.; In: National Rural Studies Committee: A Proceedings of the Annual Meeting (5th, Las Vegas, New Mexico, May 14-16, 1992); see RC 018 967.
LANGUAGE- English

DESCRIPTORS- *Classroom Techniques; Educational Research; *Family Influence; Grade 3; Grade 4; *Independent Reading; Instructional Materials; Intermediate Grades; Literature Reviews; Primary Education; *Science Education; *Science Instruction
IDENTIFIERS- Process Skills

Trends for third- and fourth-grade students were identified from data collected in a longitudinal study of how children learn science concepts. Approximately 325 children from three school districts participated in this study from their first week in kindergarten through the end of sixth grade. A heuristic model of science learning was developed to represent entering ability, home background, home support, classroom processes, instructional material characteristics, and end-of-year performance. Data were then collected in each of these areas. LISREL analyses were performed to produce a structural model for science learning at each grade level. Results showed that at the third-grade level, only the amount of school activities brought home played an active role in the model. At the fourth-grade level, no measure of home support affected student performance. Classroom instructional variables were endogenous in the third- and fourth-grade models. Independent work made a significant positive difference in the end-of-year performance at the third-grade level but a significant negative difference at the fourth-grade level. In addition, at both levels, general instructional variables affected end-of-year verbal performance but neither time nor other instructional variables (save individual criticism and terminal feedback) made a difference in science learning. Results are discussed generally in terms of the shift away from the significant difference in science performance made by home support after second grade and the impact instruction had on verbal ability but not on science performance. (Author)

ED 354 148 SE 052 993

Wittig, Kenneth
Keywords for Science Education: Alive and Active.
PUB DATE- Feb 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Science; Educational Change; Higher Education; Lecture Method; Science Activities; Science Curriculum; Science Education; Science Experiments; *Science Instruction; Science Laboratories; *Science Projects; *Student Centered Curriculum
IDENTIFIERS- Hands On Science Activities; Science Process Skills

This document is written to encourage college faculty to use a student-centered, activity-related, approach to science instruction. Suggestions are provided for methods that can be used by faculty and administrators to develop alternatives to lecturing. The major sections of this document include the following: (1) Is There an Alternative to Lecture? (2) Labs: The Place To Experiment; (3) The Doubts; and (4) How To Get Some of These Changes Moving. The following alternatives to lecture are described: question asking, hiding the textbook, putting the students in the center of the class, letting students do experimental analysis, and using projects. (PR)

ED 354 149 SE 053 051

for proposals form concludes the volume. (KM)

ED 354 168 SO 021 751

The Role of the Fine and Performing Arts in High School Dropout Prevention.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Curriculum Service Section.
PUB DATE- Jul 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Bands (Music); Dropout Characteristics; *Dropout Prevention; Dropout Research; Dropouts; Field Interviews; *High Risk Students; High Schools; High School Students; Literature Reviews; *Motivation Techniques; *Music Education; *Theater Arts

A 1-year research project was undertaken to discover how the arts could help keep at-risk high school students in school. The project was conducted in three phases. In phase 1, recent literature was reviewed to define criteria for the at-risk student and to identify implications for the arts in dropout prevention programs. Phase 2 consisted of interviews with Florida high school administrators, arts teachers, and at-risk students to identify aspects of arts courses that seemed to be most effective in motivating those students to remain in school. In phase 3, field observation of at-risk students was conducted through on-site observation at seven selected high schools. Administrators and arts teachers also were interviewed informally regarding their impressions of: (1) the effects of arts activities on retention of at-risk students and (2) specific cases of at-risk students who succeeded directly as a function of their interest and progress in one or more of the arts areas. The project findings grouped into two areas: (1) effects of the arts on student motivation; and (2) strategies and motivational techniques used by the arts teachers. There was strong evidence that arts programs currently offered in Florida's high schools helped students who border on dropping out of school; therefore, it was recommended that the project be repeated with a broader geographical distribution. A 39-item list of references is included along with two appendices: (1) summary of responses to student questionnaires and (2) a table on the percentages of on-task behavior of at-risk students observed in arts classes and academic classes. (KM)

ED 354 169 SO 022 065

Barsh, Adele L., Ed.
Japan Resource Catalogue: A Guide for New England Educators.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 91
NOTE- 94p.; A product of the New England Program for Teaching about Japan.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Asian Studies; Elementary Secondary Education; Foreign Countries; Global Approach; Instructional Materials; *International Studies; *Non Western

the unit is that through exploring a wide range of alternatives, students will gain a deeper understanding of the values underlying specific policy recommendations. Lessons within the unit include role-playing activities, readings, and essay writing. The material includes a lesson plan, suggested student activities, topics for further consideration, supplementary documents for teachers, and a list of 12 suggested readings. (LBG)

ED 354 190 SO 022 715

Lhowe, Mary, Ed.
Coming to Terms with Power: U.S. Choices after World War II. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 92
NOTE- 64p.; Support also provided by Ettinger Foundation, Lawson Valentine Foundation, and Topsfield Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Foreign Policy; High Schools; *International Relations; Participative Decision Making; *Policy Formation; Social Studies; *United States History; Units of Study; World War II
IDENTIFIERS- *USSR

This document consists of a high school level study unit on decisions that faced the United States with respect to the Soviet Union following World War II. In applying the choices approach to the problem solving, the unit calls upon students to become active participants in the history-making process. To enhance authenticity, the lessons rely on primary sources rather than subsequent analyses. Developed as a 5-day program for a U.S. history or current issues class, the lessons seek to enhance such critical learning skills as reasoning logically from cause to effect, applying statistics, and building consensus. Among the possible approaches to the Soviet Union that the unit discusses are the imposition of a "Pax Americana," containment of Soviet Communism, co-existence, and isolationism. The unit includes a chronology, selected biographies of political figures, a lesson plan, and a list of eight suggested readings. (LBG)

ED 354 191 SO 022 717

Brown, Sally, Ed.; Riddell, Sheila, Ed.
Class, Race and Gender in Schools. A New Agenda for Policy and Practice in Scottish Education. Practitioner MiniPaper 12.
PUB DATE- 92
NOTE- 87p.; Papers from a Round Table Conference Organized by the Educational Institute of Scotland (Scotland, United Kingdom, November 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Differences; Elementary Secondary Education; *Equal Education; Foreign Countries; Racial Bias; *Racial Relations; Sex Bias; *Sex Fairness; *Social Differences
IDENTIFIERS- *Scotland

The Educational Institute of Scotland, a trade union representing approximately 80% of Scottish teachers, is committed to an anti-racist, anti-sexist education system which, in pursuing

1864 Elections" (J. Miller); "President Lincoln and the 1860 and 1864 Elections" (J. Myers); "The Union is Perpetual" (L. K. Rudenko); "The Election of the Leader" (K. Ruse); "The Presidential Election of 1860 in Indiana" (L. Weinstein); and "President Lincoln and the 1860 and 1864 Elections" (S. Westlund). The senior high essays include: "Lincoln and the Election of 1860" (J. Kennedy); "Abraham Lincoln and the Election of 1860" (J. A. Maude); "Lincoln and the 1860 Election" (J. S. Nelson); "Abraham Lincoln: Westerner To President" (J. A. Rechtin); and "Lincoln's Road to the Presidency: 1858 To 1860" (E. Smietana). (LBG)

ED 354 212   SO 023 079

Samaroo, Noel K.
Education and Human Rights Violation in Guyana. Texas Papers on Latin America. Pre-publication Working Papers of the Institute of Latin American Studies, University of Texas at Austin. Paper No. 90-03.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Liberties; Educational Objectives; Foreign Countries; *Government School Relationship; Higher Education; Outcomes of Education; Propaganda; *Student Development
IDENTIFIERS- *Guyana

Education plays a central role in contemporary social development and change. The educational system in a given society assumes a major role in human development by making available to the individual the necessary equipment for interfacing with the network of social relations. In both developed and developing countries, education increasingly has been considered an essential individual right. The situation in Guyana illustrates the issue of human rights violation in education. There, despite the Compulsory Education Act of 1876, an entrenched plantation system obstructed the growth of mass education until after 1940. More recently, a deep and chronic economic crisis has forced a reduction in social spending in Guyana, particularly in the area of education. At the same time, the government has replaced meaningful instructional programs with military training and mass games of dubious educational content in the interest of promoting ideological and propaganda goals. Guyana compares poorly with its Carribean neighbors in academic achievement, and enrollment has fallen over time. Human rights violations exist in virtually every aspect of the Guyanese educational system. Malnutrition is severe among students and transportation to and from schools is lacking. In developing countries, and in Guyana in particular, where masses of people are engaged in the business of survival, there is little margin for contributing to the enrichment of society. A 42-item list of references is attached. (LBG)

ED 354 213   SP 034 196

Senier, John
Teacher Supply and Demand, 1989-90 and 1990-91.
PUB DATE- Feb 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical

IDENTIFIERS- *Preservice Teachers; Survey of Multicultural Education Concepts

This study was conducted to determine whether formal instruction in multicultural education would produce changes in preservice teachers' beliefs about basic concepts related to the topic. The sample consisted of 31 preservice teachers enrolled in 2 sections of a practicum course in early childhood education. Three professors planned and delivered five hours of formal instruction, including lectures and an oral dialog between two professors of different racial backgrounds. Preservice teachers (N=31) received the instruction in three sessions. Prior to the first lecture session and six weeks after the last one, the education majors responded to the Survey of Multicultural Education Concepts (SMEC). The SMEC is designed to assess beliefs and attitudes about multicultural education with items representing: racism, sexism, stereotyping, linguistic views, special holidays, and educational practices. Results of the study suggest that carefully planned and implemented formal instruction may be used to change preservice teachers' beliefs about cultural diversity. It is recommended that formal instruction include lectures by professors of differing races and genders. A copy of the SMEC along with pre- and post-means responses are appended. (Contains 14 references.) (LL)

ED 354 232 SP 034 321

Volkman, Beatrice K.; And Others
Enhancing Preservice Teachers' Self-Efficacy through a Field-Based Program of Reflective Practice.
PUB DATE- Nov 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Seniors; Cooperating Teachers; *Educational Practices; *Education Majors; Elementary Education; *Field Instruction; Higher Education; Preservice Teacher Education; *Self Efficacy; Teacher Effectiveness; Teaching Assistants; *Teaching Experience
IDENTIFIERS- Preservice Teachers; Reflecting (Communication); *Reflective Supervision; *Reflective Teaching; Teacher Efficacy Scale

The study described in this report investigated the effects of field-based reflective practice on preservice teachers' sense of self-efficacy. Subjects in the study were 24 senior elementary majors participating in a 4-week field experience. Twelve students were assigned to the experimental school and 12 were assigned to two control schools. Each school had a graduate teaching assistant (GTA) who observed the preservice teachers during selected teaching experiences. In addition, the GTA in the experimental group conferenced extensively with each preservice teacher after each observed lesson to help, through coaching episodes, make sense of problematic situations. Biweekly, students in the treatment group were brought together for networking where they could recast, rethink, and bring new meaning to their practice. Pre- and post-measures of subjects' self-efficacy were obtained using the Teacher Efficacy Scale, open-ended questionnaires, and reflective journals. Results suggest that sharing experiences and strategies with cooperating teachers, peers, and the GTA helped subjects in the treatment group become self-assured reflectors. The sharing

The relationships among teaching, testing, and learning are examined and reconceptualized based on different theories and computer adaptive testing. Approaches that integrate teaching, testing, and learning include: (1) behavioral psychology; (2) cognitive psychology; and (3) computer adaptive testing (CAT). Some behaviorists have assumed that all important learning objectives can be specified and measured completely, and some behaviorists have argued that teaching to tested objectives is synonymous with good instruction. Some cognitive psychologists have argued that the mechanisms for children's acquisition of knowledge are linked intimately with cognitive theory, and that assessment of knowledge acquisition must be integrated with the instructional process. The diagnostic approach and prior knowledge approach are considered as the main techniques of integrating teaching and testing. Proponents of CAT argue that it can integrate teaching and testing as it provides rapid feedback about performance. All three approaches identify the value and importance of linking instruction and testing. There is a 67-item list of references. (SLD)

ED 354 251 TM 019 481

Markman, Arthur B.; Gentner, Dedre
Evidence for Structural Alignment during Similarity Judgments.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va.
PUB DATE- May 92
NOTE- 66p.; A five-pages distribution list in small, filled print will not copy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *College Students; *Decision Making; *Educational Theories; *Evaluative Thinking; Evaluators; Higher Education; Multidimensional Scaling; Perception; Prediction; Thinking Skills
IDENTIFIERS- *Similarity Ratings; *Structural Alignments

Similarity plays a central role in cognitive theories. Research has demonstrated that the similarity of a pair increases with its commonalities and decreases with its differences. These common and distinctive elements can take the form of parts of objects, relations between parts of properties of whole objects. Previous work has been unable to reconcile this variety of information within a single framework. It is suggested that structural alignment, like that proposed to mediate analogical reasoning, provides a sufficiently powerful process for determining the commonalities and differences of complex representations. The main prediction of this approach is that similarity comparisons focus subjects on the global commonalities of a pair. A second prediction is that salient local similarities temper the preference for a global alignment. These hypotheses are tested in four experiments involving undergraduates and using the one-shot mapping technique, which places local and global similarities in opposition. Results support the predictions of the structural alignment view, and highlight the importance of the binding between relations and their arguments for similarity. Eleven figures and 8 tables illustrate the discussion, and 77 references are included. (Author/SLD)

ED 354 252 TM 019 482

Pirolli, Peter

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; *Educational Assessment; Intermediate Grades; Junior High School Students; *Mathematics Instruction; *Measurement Techniques; Middle Schools; *Problem Solving; Reading Comprehension; Secondary Education; Student Evaluation; Transfer of Training; Word Problems (Mathematics)
IDENTIFIERS- Anchored Assessment; *Anchored Instruction; *Ecological Assessment; Jasper Planning Assistant; Jasper Woodbury Problem Solving Series; Middle School Students; Situated Learning

Anchored instruction and anchored assessment are described and illustrated through a mathematics problem from the Jasper problem solving series developed at Vanderbilt University in Nashville (Tennessee). Anchored instruction is instruction situated in a context complex enough to provide meaning and reasons for why information is useful. Problems anchored in a complex context require anchored assessment, assessment that is a seamless, to the extent possible, part of the instruction process. A prototype assessment approach, the Jasper Planning Assistant (JPA), is described. Transfer from a single mathematical problem solving activity to reading comprehension of passages with analogous content, and the absence of transfer across content domains demonstrated in a study of 121 middle school students, is described. It is speculated that cross-domain transfer will require anchored instruction that provides a generator set of situations across which students could detect invariants that specify when higher order thinking skills would be useful. Assessment techniques for anchored instruction and situated learning must adapt to accommodate the non-linear topological dynamics that are seen when complex realistic problem solving is described as a perception-action cycle. Eight figures illustrate the discussion. Three appendixes provide sample Jasper verbal protocol and analysis, and two samples of JPA output. Thirty-eight references are included. (SLD)

ED 354 270 TM 019 558

Campbell, Anne; And Others
Assessing Literacy: The Framework for the National Adult Literacy Survey.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 49p.; First ISBN assigned by ETS; second by GPO.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Blacks; Census Figures; *Data Collection; Demography; *Educational Assessment; *Educational Policy; Field Studies; Hispanic Americans; Individual Characteristics; *National Surveys; Policy Formation; *Research Design; Test Construction
IDENTIFIERS- *National Adult Literacy Survey

To satisfy federal requirements, the National Center for Education Statistics and the Division of Adult Education and Literacy planned a nationally representative household sample survey to assess the literacy skills of the adult population of the United States, to be conducted by the Educational Testing Service with the assistance of Westat, Inc. This report describes the development of the National Adult Literacy Survey framework, the development of the background questionnaire, the development of simulation tasks, state adult literacy surveys, services to needy children and their families. The study looked at programs that operated in conjunction with the welfare department before the enactment of the Family Support Act and that operated successfully. Chapter 1 is an introduction. Chapter 2 examines the methodological question of how to define successful programs. Chapter 3 discusses barriers that welfare agencies face in reforming services to meet children's and families' needs. Chapter 4 describes services offered by successful programs, which range from nurse home visits and early childhood education to advocacy on behalf of welfare families with other community agencies. Chapter 5 analyzes strategies that enable programs to succeed and overcome barriers, arguing that these programs address a common set of tasks but develop different approaches to them in order to respond to each agency's unique circumstances. Chapter 6 provides recommendations for advocates, policymakers, administrators, and others. Even in agencies whose mandate and resources are sharply constrained, committed and skillful administrators can rethink and refocus their services in welfare agencies, public schools, child protective agencies, and the health system in ways that will be much more helpful to needy children and their families. They can reconceive their programs as two-generational, whereby they identify and take seriously the needs of children and adults and apply the growing knowledge of child development and family functioning. Appendix A includes the case studies. Appendix B describes the research methodology. A 133-item selected bibliography is included. (JB)

ED 354 289   UD 029 048

Pequenitos en Accion. Edgewood ISD Model Program for 3-Year-Olds Replication Manual.
SPONS. AGENCY- Edgewood Independent School District, San Antonio, Tex.
PUB DATE- 15 Oct 91
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education Programs; Curriculum Development; Day Care; *Demonstration Programs; Disadvantaged Youth; Guides; *Hispanic Americans; Parent Participation; *Preschool Children; Preschool Education; Program Descriptions; Program Development; Program Evaluation; Program Implementation; *School Districts; *Spanish Speaking
IDENTIFIERS- *Edgewood Independent School District TX; Language Minorities

This guide describes "Pequenitos en Accion" (Small Children in Action), the Edgewood (Texas) Independent School District (ISD) early childhood intervention program for Spanish-speaking 3-year-old preschool children. The program is an innovative early childhood education model involving educational programming, collaboration and integration with child care services, and strong parental education and involvement. A Piagetian and Montessori-based bilingual curriculum for Spanish-speaking children is used. The guide present a demographic profile of the area and participants and describes program development, including site and facilities selection, determining needs and target population, goals, research, and a timeline for planning and development. An implementation section details narrators' schemata about their intended audiences and are also affected by the change of modality. (Contains 34 references.) (Author)

ED 353 839 FL 020 976

Gill, Martin
Reading, Culture and Cognition.
PUB DATE- 92
NOTE- 20p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; *Cognitive Processes; Cultural Differences; Foreign Countries; Literacy; Metaphors; *Reading Comprehension; *Reading Processes; Reading Research
IDENTIFIERS- Vygotsky (Lev S)

A notable feature of current approaches to reading (in first or second language) is a preoccupation with the internal "causes" of comprehension, regarded as a terminal state of the cognitive system. Yet by allowing only for a private encounter between reader and text, the cognitive approach lacks terms to give more than a contingent account of their participation in a community and history of other texts and other readings. Instead, it reflects the modern myth of the individual as primary social fact and unit of analysis. This paper discusses some of the drawbacks of the cognitive approach, and outlines a more promising Vygotskyan alternative. (Contains 53 references.) (Author)

ED 353 840 FL 020 977

Hill, David J.
Cluster Analysis and the Interlanguage Lexicon.
PUB DATE- 92
NOTE- 13p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Cluster Analysis; *English (Second Language); Foreign Countries; *Interlanguage; Language Research; Multidimensional Scaling; Native Speakers; *Task Analysis; Verbs; *Vocabulary
IDENTIFIERS- *Kenya

As part of a research program investigating the interlanguage lexicon of Kenyan learners of English, based on the lexical field of locomotion, a card sorting task was used to produce raw similarity measure data. This was subjected to cluster analysis and multidimensional scaling (MDS). This paper suggests that cluster analysis/MDS of perceived similarities of selected verbs in a sorting task may indicate possible lines of investigation of the lexical knowledge of different groups of learners in comparison to that of native speakers. (Contains 25 references.) (Author)

ED 353 841 FL 020 978

Luk, Vanessa
Interactional Listening Tasks: A Comparative Study of Strategy and Practice Teaching Approaches.

ED 353 861 FL 800 611

Holcomb, Tom; Peyton, Joy Kreeft
ESL Literacy for a Linguistic Minority: The Deaf Experience. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Adults; *Cultural Differences; *Deafness; *English (Second Language); *Literacy; *Literacy Education; Teaching Methods
IDENTIFIERS- ERIC Digests

Learning to read and write effectively is a challenging task for many adults, particularly for those who are deaf or hard-of-hearing. In spite of concerted efforts by educators to facilitate the development of literacy skills in deaf individuals, most deaf high school graduates read English at roughly a third or fourth grade level as determined by standardized reading assessments. Having limited English skills acts as a barrier for deaf people in the workplace. They often have had limited opportunities at school for vocational training. They may also have difficulties communicating with hearing co-workers and may have poor performance on work-related reading and writing tasks. This digest offers possible explanations for these difficulties and describes new approaches in deaf education that show promise for improving the literacy skills of deaf students. Specific sections address the reassessment of sources of literacy difficulties (i.e., linguistic differences, cultural differences, and educational deficiencies), and current approaches to literacy development. (VWL)

ED 353 862 FL 800 612

Kutner, Mark
Staff Development for ABE and ESL Teachers and Volunteers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *English (Second Language); Instructional Development; *Language Teachers; *Staff Development; *Volunteers
IDENTIFIERS- ERIC Digests

Preparation of instructors is considered to be one of the greatest needs in adult basic education (ABE) and English-as-a-Second Language (ESL) programs. Many ABE and ESL teachers and volunteer instructors receive little or no training, either in subject matter content or in the process of teaching English to adults. The challenge for the adult education field is to design an effective system of staff development within the constraints of the ABE and ESL delivery system. These constraints include limited financial resources for programs, the part-time nature of instruction for adults, high instructor

Year Liquidation Cost of $212 Million? Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 13 Nov 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Cost Estimates; Costs; Educational Finance; *Federal Government; Federal Programs; Higher Education; *Loan Default; Loan Repayment; *Student Loan Programs
IDENTIFIERS- *Higher Education Assistance Foundation

This study examined the federal cost incurred from the Higher Education Assistance Foundation's (HEAF) planned liquidation for fiscal year 1991 and whether the government can recover those costs. The study reviewed agreements between the Department of Education and guarantor agencies, examined HEAF's financial data for fiscal year 1991, and analyzed the Department's reinsurance payments for defaulted HEAF loans for fiscal year 1991. Also, officials from these entities were interviewed for additional information about the liquidation agreement and its costs. The study estimated that of the HEAF liquidation costs of $212.4 million during fiscal year 1991, the largest portion, $138.8 million, was due to the Department's agreeing to pay 100 percent reinsurance for all of HEAF's defaulted loans during the year, rather than reimbursing at the 90 and 80 percent rates for those claims submitted over the threshold. The remaining $73.6 million was primarily due to HEAF retaining default collections that normally would be forwarded to the Department. In addition, Department and other officials believe that net federal cost for the liquidation will be lower in fiscal years 1992 and 1993, and that loan collections after the Department receives all of HEAF's defaulted loan portfolio will eventually exceed the government's cost for liquidating HEAF. (JB)

ED 353 882 HE 026 137

Schmitz, Betty
Core Curriculum and Cultural Pluralism. A Guide for Campus Planners.
PUB DATE- 11 Dec 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; Colleges; *Core Curriculum; *Cultural Pluralism; *Curriculum Development; Educational Planning; Educational Trends; Faculty Development; *General Education; Guides; Higher Education; Multicultural Education; Universities

This guidebook for curriculum planners reports on two specific aspects of the current wave of general education reform: the creation or revival of common or "core" courses within general-education curricula and the emergence of cultural complexity and multiplicity as organizing themes in these new, or newly revised, core programs. The book analyzes the newly emerging curricular renaissance and demonstrates why colleges and universities view these new core courses on cultural legacies as important priorities. In addition, it outlines the kinds of questions faculties must address in framing and sustaining core programs. Chapters 1 and 2 treat national trends that are discernible in the development of core curricula that address

Stampen, Jacob O.; Reeves, Roxanne Wilkie
Student Aid and Public Higher Education: Recent Changes.
SPONS. AGENCY- American Council on Education, Washington, D.C.; Ford Foundation, New York, N.Y.
PUB DATE- Mar 85
NOTE- 125p.; For the original 1983 study, see ED 235 753.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Attendance; *College Students; Demography; Educational Finance; Federal Programs; Geographic Distribution; Higher Education; Marital Status; Minority Groups; Paying for College; *Public Colleges; Student Characteristics; *Student Financial Aid; Trend Analysis

This study examined the changes in the distribution and amounts of financial assistance for students attending public colleges and universities between academic years 1981-82 and 1983-84 and the way different types of students financed their education. The study included cross-comparisons of important variables such as types of aid recipients, forms of aid, sources of support, and geographical and institutional distributions of aid. The analysis used student aid recipient data bases for each year. The initial data base (1981-82) which was the subject of an earlier study published in 1983, employed a stratified random sample of 226 institutions and 11,970 randomly selected student aid recipient records. The second data base (1983-84), which provides a continuation and updating of the original study, used a stratified random sample of 216 institutions and 10,200 randomly selected student aid recipient records. Findings include the following: (1) student aid continues to be mainly targeted on low income students; (2) the proportion of minority group aid recipients declined by 12.4 percent with recipients tending to be increasingly white, older, independent, married, and attending part time; (3) total student aid dollars for students attending public institutions declined from roughly $7.2 to $6.7 billion. Eight appendixes contain a technical supplement, a table showing distribution by type of institution and geographic region, a partial list of variables, a summary of major student assistance programs, a table showing study participants by type of institution, the study instruments, a bibliography of 51 items, and miscellaneous tables. (JB)

ED 353 901   HE 026 159

College and University Degrees Conferred New York State, 1990-91.
PUB DATE- Oct 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); *Departments; Doctoral Degrees; *Educational Trends; Higher Education; Intellectual Disciplines; Masters Degrees; Sex Differences; Tables (Data)
IDENTIFIERS- *New York

This report presents seven tables showing the college and university degrees conferred in New York State between July 1, 1990 and June 30, 1991. The tables are as follows: (1) Degrees Conferred in Institutions of Higher education by Level of Degree and Institutional Classification, New York State, 1990-91; (2) Degrees Conferred by Institution, Level of Degree and Gender of Student, New York State, 1990-91; (3) Bachelor's and Higher Degrees Conferred in Institutions of Higher Education by

SPONS. AGENCY- Council of Graduate Schools, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 93
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; College Faculty; Directories; Graduate Students; Higher Education; *Inservice Teacher Education; *Institutes (Training Programs); Profiles; Program Descriptions; *Teacher Education; Teacher Interns; *Teaching Assistants; Teaching Methods; Undergraduate Study

This report describes and documents the state of affairs in preparing graduate students for college and university teaching responsibilities. Chapter 1 summarizes the results of a survey on teacher assistant training and publishing and provides a review of the centrality of the teaching assistantship in graduate education. The publication's two main chapters present abstracts of programs with successful and creative approaches to preparing graduate students to be teachers. Chapter 2 profiles 28 centralized programs based in a graduate school, center for teaching excellence, English-as-a-Second-Language program, or similar central university office. Chapter 3 profiles 44 discipline-based programs in the biological sciences, chemistry, English, composition, foreign languages, mathematics, psychology, and social sciences, and speech communication. Chapter 4 examines the future considerations in preparing the professorate, and chapter 5 provides two directories of more than 360 centralized and discipline-based programs, listing contact names, job titles, institutions, addresses, telephone and fax numbers, and E-mail addresses. Appendices include the survey instrument and contact forms. (GLR)

ED 353 920 HE 026 181

Doty, Charles R.
Guide to Dissertation Proposal Preparation & Dissertation Preparation. 1993 Edition.
PUB DATE- Nov 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Doctoral Degrees; *Doctoral Dissertations; Graduate Study; Guides; Higher Education; Postsecondary Education; Printing; Proposal Writing; *Research Papers (Students); Research Proposals; Specifications; *Student Publications; *Student Research
IDENTIFIERS- *Rutgers the State University New Brunswick NJ

This guide is designed to assist doctoral students in successfully completing a doctoral dissertation at Rutgers University of New Jersey. It contains an explanation of the procedures and content necessary for completing a dissertation proposal and for writing the dissertation. Guidelines are presented for the dissertation proposal in which proposal preparation and procedures involving defending the proposal are discussed. In addition, guidelines for writing the actual dissertation are outlined involving each stage of the education. (Contains 74 references.) (JB)

ED 353 939 HE 026 200

Hunt, E. Stephen
Higher Education and Employment: The Changing Relationship. Recent Developments in Continuing Professional Education. Country Study: United States.
PUB DATE- 92
NOTE- 27p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Continuing Education; Delivery Systems; Economic Factors; Educational Demand; *Educational Trends; *Education Work Relationship; Employment; Higher Education; Labor Market; *Professional Continuing Education; School Business Relationship; Trend Analysis
IDENTIFIERS- *United States

This report, one of a series of country studies on higher education and employment particularly in continuing professional education, looks at recent developments in the United States. A foreword briefly sketches the state of higher education in general that provides the context for professional continuing education in the United States. The report goes on to focus on what is known concerning the further education and training of qualified postsecondary graduates outside of regular graduate level degree programs noting that data available on continuing education of any kind are not extensive. A short section formally defines the subject by specifying the meaning of adult and continuing education generally, postsecondary adult and continuing education, and finally continuing professional education. A central section then presents a general idea of the scope of continuing professional education with available data indicating that continuing professional education tends to be oriented more toward perfecting specific skills or competencies and that trend data comparing 1969 with 1984 indicate that there was an increase in employer-provided and employer-sponsored continuing professional education during this period. A final section discusses issues of current importance such as regulation, organization, delivery, and evaluation. (Contains 21 notes.) (JB)

ED 353 940 HE 026 201

Savicevic; Dusan; Jovanovic, Goran
Higher Education and Employment: The Changing Relationship. Recent Developments in Continuing Professional Education. Country Study: Yugoslavia.
PUB DATE- 91
NOTE- 47p.; For related documents, see HE 026 190-200.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Biochemistry; *Educational Trends; *Education Work Relationship; Employment; Foreign Countries; Higher Education; Labor Market; *Professional Continuing Education; Program Evaluation; School Business Relationship; *Scientific Personnel; Universities
IDENTIFIERS- *Yugoslavia

ED 353 958 IR 015 917

Nichols, Todd; Frazer, Linda
Project A , Elementary Technology Demonstration Schools, 1991-92: The Second Year.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; International Business Machines Corp., New York, N.Y.
PUB DATE- Aug 92
NOTE- 46p.; For the first year report, see ED 343 553.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Age Grade Placement; Basic Skills; *Computer Assisted Instruction; Educational Technology; Elementary Education; Inservice Teacher Education; Instructional Effectiveness; Microcomputers; Postsecondary Education; *Program Evaluation; Program Implementation; *School Business Relationship; School Surveys
IDENTIFIERS- Austin Independent School District TX; *Project A Plus Elemen Techn Demonstration Schools

The Elementary Technology Demonstration Schools program, where four elementary schools were equipped with computer hardware and software, was made possible by grants from IBM and Apple, Inc. The goals of the program were, in 3 years, to reduce by 50% the number of students not in their age appropriate grade level and those students not achieving on grade level in the areas of reading, writing, and mathematics; develop a comprehensive teacher training program for effective implementation and classroom use of technology; and demonstrate to the community the educational benefits of technology. This report uses ROPE (Report on Program Effectiveness) comparisons, ROSE (Report on School Effectiveness) scores and comparisons, and standardized test results to describe student achievement after the second year of implementation and the first full year of computer usage by the students. A description of project implementation includes logs of computer use and employee survey responses as well as discussions of campus computer issues, training, parent take-home computers, telephone installation, and restructuring issues. Noting that the program has not yet provided the benefits envisioned, the report suggests that a long term view may be necessary to judge program effects adequately. Recommendations are given based on the findings of this report. Six appendixes contain the statistical data collected and 20 figures illustrate the findings. An executive summary of the report is also provided. (Contains 4 references.) (ALF)

ED 353 959 IR 015 918

EPIEgram: The Newsletter of Systemic Change, 1991-1992.
PUB DATE- 92
NOTE- 120p.; For the 1990-91 issues, see ED 340 354. Until January 1992, subtitled "The Newsletter about Educational Materials and Technology. Issued 9 times a year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Audiovisual Aids; Computer Software Evaluation; Copyrights; Curriculum Development; Distance Education; Educational Innovation; *Educational Resources; *Educational Technology; Elementary Secondary Education; Mathematics Curriculum; Parent School Relationship; Readability; Reader

Income Groups; Needs Assessment; Policy; *Public Libraries; *State Libraries; State Programs; User Needs (Information)
IDENTIFIERS- Library Policy; Library Services and Construction Act; *Louisiana

This long range plan, which was prepared in compliance with the Library Services and Construction Act (LSCA), begins with an overview of the library public and the state library agency in Louisiana. Identification of needs and action plans are presented in the following goal areas: (1) improving state library administration; (2) extending services to unserved groups; (3) improving services in geographic areas where they are inadequate; (4) extending services to low-income families in urban and rural areas; (5) providing literacy programs for undereducated adults; (6) improving services to special population groups, including the blind and physically handicapped, the institutionalized, and senior citizens; (7) strengthening the capacity of the state library; (8) strengthening major urban resource libraries; (9) improving services to persons with limited English-speaking ability; (10) constructing and improving public library facilities; and (11) establishing and developing library networks. The report lists staffing needs, size of book collections, and the percent of non-English speaking persons by parish. A Louisiana State Library organization chart, maps displaying demographic information, a directory of State Advisory Council on Libraries members, and an outline of LSCA highlights are appended. (KRN)

ED 353 980 IR 054 354

Feinberg, Renee
Literacy, Libraries and the City University.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Adult Reading Programs; *College Libraries; Government Role; Higher Education; *Library Role; Reading Materials
IDENTIFIERS- American Library Association; *City University of New York

This report describes adult literacy needs, the role of the libraries in meeting those needs, literacy needs and services in New York, and the contributions the City University of New York (CUNY) is making to the literacy effort. Quotations from Paulo Freire and Jonathan Kozol are used to define the nature of illiteracy and its extent in the United States, and Federal Government literacy initiatives and the role of the American Library Association are reviewed. A discussion of New York State and New York City literacy needs and programs provides the context for a description of literacy programs sponsored by CUNY. Information is provided about funding levels of the CUNY literacy program, and brief descriptions of literacy programs at five of CUNY's campuses are given. The paper also includes a brief review of literacy activities at other institutions of higher education. It is concluded that CUNY libraries could serve as a bridge between the literacy classroom and the mainstream by collecting materials that would enable literacy students to make use of an academic library. (Contains 40 references.) (KRN)

ED 353 981 IR 054 355

Instruments (160)
DESCRIPTORS- Annual Reports; Audiovisual Aids; Library Circulation; Library Collections; *Library Expenditures; Library Personnel; *Library Services; *Library Statistics; Library Surveys; Measurement Techniques; Periodicals; *Public Libraries; Questionnaires; *Reference Services; State Surveys; *Users (Information); Use Studies
IDENTIFIERS- Colorado; *Output Measures for Public Libraries

The eighth in the current series, this volume contains responses from 91 libraries to all items in the Colorado Public Libraries Annual Report, summary statistics for seven ranges of population served and the state, and an index by data element. This edition uses, except for a few cases, the same populations figured from the 1990 U.S. Census. Statistics presented include: (1) general information; (2) paid library staff; (3) library operating income; (4) library expenditures; (5) library materials; (6) service per typical week; (7) annual service; (8) staff wages and salaries; (9) automation issues; (10) challenged materials; (11) special report use; (12) weekly schedule; (13) input measures (i.e., full-time equivalent staff, volumes per capita, units per 1,000 served, operating expenditures per capita, and percent of operating expenditures for staff and materials); (14) output measures (i.e., registration as percent of population, services per capita, services per hour, turnover rate, interlibrary loan, and program attendance per 1,000 served); and (15) Colorado public library summary statistics. Definitions and uses for input-output measures are included, and the annual report instructions and questionnaire are appended. (KRN)

ED 354 000 IR 054 376

Thompson, Ronelle K. H.
Supplementing Library Budgets through Grants and Gifts.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Conference on Acquisitions, Budgets, and Collections (April 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Budgeting; Donors; Financial Support; *Fund Raising; Grants; Higher Education; Needs; Philanthropic Foundations; *Proposal Writing
IDENTIFIERS- *Library Funding

Academic libraries can help solve the problem of escalating costs by seeking grants and gifts to supplement funds from their parent institution. Issues to be considered in looking for funding sources include: (1) institutional support, including funds from the college or university budget, communication with administration, and assistance from development staff members; (2) grant opportunities, including identifying sources, granting agency guidelines, and time factor; (3) library needs, including identifying appropriate projects for funding and the importance of administrative support; (4) individual supporters as a means to strengthen proposals; and (5) cash or in-kind gifts. Examples of funding agencies, a checklist of grant opportunities, and a checklist of library needs are attached. (KRN)

ED 354 001 IR 054 377

intervals; and clearly explain the purposes of the evaluation. Job performance standards should be established at least 1 year in advance of the evaluation process and should be clearly communicated to those being evaluated. Job performance goals and objectives should be established which assess the administrator in such areas as knowledge of the position, planning and management in the context of shared governance, communication skills, promoting affirmative action and cultural diversity, and implementing legal mandates. Two types of procedures for the evaluation of administrators include: the annual and the comprehensive. The annual evaluation procedure includes the following steps: (1) conducting the evaluation; (2) concluding the evaluation; and (3) providing the follow-up. The comprehensive evaluation procedure includes the following steps: (1) establish an evaluation team of six to eight members who will meet at least three times during the evaluation period; (2) train the evaluation team; (3) conduct the evaluation, which includes obtaining information through administrator self-evaluation, supervisor evaluation, and faculty/staff/other involvement; (4) conclude the evaluation process, which consists of establishing performance ratings and improvement recommendations; and (5) provide for follow-up, which includes the evaluatee meeting with a supervisor to develop training and development activities addressing the needs identified. An appendix reviews California legislative provisions affecting administrator evaluation. (PAA)

ED 354 018   JC 920 583

Bush, Adolf; And Others
Minority/Underrepresented Student Enrollment Enhancement.
PUB DATE- Nov 91
NOTE- 7p.; Paper presented at the Annual Conference of the Community College League of California (62nd, Santa Clara, CA, November 15-17, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Admissions Counseling; Adult Students; College School Cooperation; Community Colleges; Educational Innovation; Enrollment Influences; *Minority Groups; Nontraditional Students; Program Descriptions; *Reentry Students; *School Orientation; School Registration; *Student Adjustment; *Student Recruitment; Student School Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- Fresno City College CA

In order to better serve minority students and other underrepresented groups, Fresno City College, in California, implemented two innovative programs: the Re-Entry Student Conference (RESC) and the Registration-To-Go (RTG) program. The RESC was a 2-day enrollment program designed to attract students from the Fresno area over the age of 25. Many of the program participants were completing or had recently earned their high school diploma or its equivalent after being out of the educational system for many years, while others were interested in job training on the vocational or transfer track. Of the 73 students who attended, 50 (69%) were ethnic minorities. The conference featured an introduction to college personnel, a motivational session, presentations on college services, an application workshop for new students, a lunchtime social mixer, assessment testing, and child care. The RESC program also provided follow-up counseling and advisement as questions in the vocabulary section artificially lowered the reliability rating of the whole test. In addition, the IERT is only one subtest of a battery of intermediate English tests used at KEC. Generally, the IERT may be regarded as a reliable reading test for people whose English is at the intermediate level. Tables of score distributions by test item and test section, a list of references, and the IERT are included. (MAB)

ED 354 035 JC 930 075

Clark, Mary Jo
The Economic Impact of San Juan College on San Juan County, New Mexico, 1991-92.
PUB DATE- Feb 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Community Surveys; *Cost Effectiveness; Costs; Economic Development; *Economic Impact; *Educational Economics; *Expenditures; Full Time Equivalency; Job Development; *School Community Relationship; Two Year Colleges
IDENTIFIERS- New Mexico (San Juan County); *San Juan College NM

A study was conducted of the economic impact of San Juan College (SJC) in Farmington, New Mexico, on businesses and employment in San Juan County during fiscal year (FY) 1991-92. The five components used to measure the college's tangible economic impact on the local community were SJC's total expenditures in FY 1991-92 used to buy goods and services from businesses and agencies in the county; the portion of employee salaries and wages spent in the county; student expenses in the community related to college attendance; local expenditures of persons who visited the county because of the college or its employees; and the indirect business volume generated by these direct expenditures. This indirect business volume is the result of re-spending by the initial recipient, and is estimated through the application of a mathematical multiplier. Data were drawn from business office records, a survey of faculty and staff, and estimates of student and visitor expenditures. Study results for FY 1991-92 included the following: (1) total direct SJC operating and construction expenditures in the county were $4.2 million; (2) local expenditures by employees totalled $3.5 million; (3) estimated student expenditures totalled $7.6 million; (4) direct SJC economic impact on the San Juan County totalled $15.4 million, with an additional indirect impact of $15.4 million, for a total of $30.8 million, representing 5.1 times the total county fiscal support to the college during the same period; (5) college direct employment and support positions created a total of 1,329 full-time positions in the county; and (6) total SJC economic impact on the county showed a 50% increase since FY 1987-88. Data tables are included. (PAA)

ED 354 036 JC 930 076

Benson, Gordon L.
The Chair's Role in College Enrollment Management: Matriculation of Students.
PUB DATE- Feb 93
NOTE- 85p.; Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (2nd, Phoenix, AZ, February 17-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

forms of information should be sent via fax; (4) interactive laser video disk used in health occupations education, individualized math courses, and electronics courses; (5) information services such as CompuServe, Dialog, and Dow Jones providing otherwise unattainable information; (6) Optel, which allows remote locations to connect via telephone and computers; (7) studio and closed circuit television, including a satellite dish hook up, used for taping student presentations as well as participating in teleconferences; (8) the "TI-IN" network to deliver course material in subjects not warranting a full-time instructor; (9) Text on Microfiche, which reduces storage space for periodical literature; (10) programs for computer aided design, manufacturing, and number control; (11) scanning cash registers for business and marketing education; and (12) computer-based auto mechanics instruction. Diagrams providing descriptive information about the program are appended. (MAB)

ED 354 052 JC 930 092

Banatao, Maria; Criddle, Vicky L.
Minorities in Government Internship Project (MIGIP).
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 92
NOTE- 72p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (Title III, Part A), PL 98-524.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Government Employees; Government School Relationship; *Internship Programs; *Local Government; *Minority Groups; Program Evaluation; Public Sector; *Public Service Occupations; School Involvement; Student Experience; Two Year Colleges; *Two Year College Students; Vocational Education; *Work Experience Programs
IDENTIFIERS- California (Santa Clara County)

Despite the tremendous growth of the ethnic community in Santa Clara County, California, very few minorities are employed in city and county government. The Minorities In Government Internship Project (MIGIP) was established to place minority vocational students with a minimum of 12 quarter units in their major in administrative, technical and management internships in local municipal governments. Specifically, the MIGIP sought to recruit and train 10-15 minority vocational college students for work in the public sector, evaluate the placement of the interns, coordinate activities with other skill training and job placement programs in Santa Clara County, disseminate project results, and make recommendations. Twenty-four requests were received and 11 interns were placed in government internships from April 4 to June 1, 1992. An evaluation survey was sent to all interns and site supervisors, results indicated that the supervisors were extremely pleased with the interns, while the interns felt that the internship substantiated their vocational training and provided them with an appreciation for government service. Recommendations include expanding the internships to 6 months so that interns could learn the nuances of their jobs and the complexities of government work, developing a civics class for incoming freshmen students in community colleges, setting up a job fair for government jobs and services in the community colleges, and replicating the MIGIP project. Survey forms, sample letters and a project brochure are attached. (MAB) character of Korean children are Confucian ideology, Korea's history as an agricultural country, and the value Korean culture places on the group. Korean children express their love and respect for teachers differently than do American children, and are taught to be quiet and obedient. It is important for Americans who teach Korean children to be sensitive to these cultural differences. (MM)

ED 354 070 PS 021 050

Alanen, Leena
Modern Childhood? Exploring the 'Child Question' in Sociology. Publication Series A. Research Reports 50.
PUB DATE- 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; *Children; *Early Experience; *Feminism; Foreign Countries; One Parent Family; *Research Methodology; Research Needs; Social Change; Social Science Research; *Sociology
IDENTIFIERS- *Childhood Experiences; Deconstruction; *Feminist Criticism; Feminist Scholarship; Finland

This study examines ways in which the "child question" is a problem for contemporary sociology, and specifies concepts by which childhood might be understood as a modern social phenomenon. The study first examines insights of the feminist movement and academic feminism. Conceptual and methodological insights of feminist research, including insights that concern sexual politics, gender analysis, and the deconstruction and subsequent reconstruction of theoretical knowledge, are extended to the study of childhood. These insights are applied to a study of the organization of the everyday life of children living in one-parent households in four Nordic countries. The results of this study revealed three everyday life patterns for children: (1) a classical childhood, i.e., an extension of the modern childhood phenomenon in children's post-divorce situation; (2) a modern urban or suburban childhood which is predicated on social and cultural services for children; and (3) an innovative childhood that extends beyond the nuclear family. The study is designed to show the complexity in children's experience of the phenomenon of childhood. A 392-item bibliography is attached. (MM)

ED 354 071 PS 021 055

Needleman, Herbert L.
The Poisoning of America's Children: Lead Exposure, Children's Brains, and the Ability To Learn. National Health/Education Consortium Occasional Paper #6.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- Nov 92
NOTE- 29p.; This paper has been adapted from a chapter in "Advances in Pediatrics."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Behavior Disorders; *Child Development; *Child Health; Elementary Secondary Education; *Epidemiology; Hyperactivity; Intelligence Quotient; *Lead Poisoning; Longitudinal Studies; Neurological Impairments;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; Higher Education; High Risk Students; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; Preservice Teacher Education; Student Attitudes; *Student Behavior; *Student Characteristics; Student Development; Student Improvement; Undergraduate Students
IDENTIFIERS- *Early Adolescents; *Middle School Students; Preservice Teachers

This document provides narrative portraits of early adolescents in middle school and junior high school as described by preservice university students majoring in middle level education. The observations were made during a course titled "Middle School Programs and Practices," which develops the middle school concept across different subject areas, and in a course called "Reading in the Middle School." The descriptions are grouped into the following categories: students who fit in; students who were not being helped by the program; students who were helped; students who represented various developmental stages; and students who were like the observer when he or she was at that age. (MM)

ED 354 091 PS 021 146

Nye, B. A.; And Others
Small Is Far Better. A Report on Three Class-Size Initiatives: Tennessee's Student Teacher Achievement Ratio (STAR) Project (8/85-8/89), Lasting Benefits Study (LBS: 9/89-7/92), and Project CHALLENGE (7/89-7/92) as a Policy Application (Preliminary Results). Paper No. 5.
PUB DATE- 13 Nov 92
NOTE- 28p.; Paper presented at the Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Class Size; *Elementary School Students; Kindergarten; Longitudinal Studies; Primary Education; Program Design; *Program Effectiveness; *Small Classes; *Teacher Student Ratio
IDENTIFIERS- Lasting Benefits Study TN; Project CHALLENGE TN; Project STAR TN; Tennessee

This paper begins by describing the basic design and scope of Tennessee's Student Teacher Achievement Ratio (Project STAR), which began in 1985. The project was designed to determine the effect of reduced class size on the achievement and development of students in kindergarten through grade three. Findings that demonstrated that students in smaller classes had statistically significant achievement advantages over students in regular classes are discussed. The second part of the paper describes the Lasting Benefits Study (LBS), which addressed the question of what happened when the pupils who benefitted from the smaller class sizes returned in the fourth grade to regular classes. Study findings indicated that positive effects from involvement in a small-size class still remained pervasive two full years after students returned to regular-size classes. The third section of the paper describes Project CHALLENGE, which put into practice the results of Project STAR by reducing the class size in grades K-3 in 17 Tennessee districts to approximately 1:15. Data on students in the project shows that from 1989-90 to 1990-91, they moved up 5.3 ranks in reading and

Interventions that target special populations were examined in session 3. Papers described bilingual programs for ethnic minority children in the Netherlands and other countries; dropout prevention programs in Japan; and academies that provide at-risk students with academic training and vocational skills. Session 4 investigated new strategies for addressing the education of at-risk students. Papers discussed strategies for serving at-risk children and youth; the transition from school to work in Germany; and integration of services. (BC)

ED 354 109   RC 018 809

College Summer Programs for High School Students.
PUB DATE- Jun 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Education; College Bound Students; College Instruction; *College Preparation; *College Programs; Higher Education; High Schools; *High School Students; Migrant Education; *Migrant Youth; *Summer Programs; Summer Schools; Universities

This directory contains the descriptions of a sample of approximately 150 summer programs offered to high school students by colleges and universities in various regions of the United States. Each entry provides: (1) a brief program description; (2) information regarding application procedures, costs, deadlines, and availability of financial assistance; and (3) the names and telephone numbers of contact people. The programs give migrant students an opportunity to experience college life while they develop their skills, interests, and talents, and to help them enroll in college. The directory is intended to encourage migrant students to take advantage of the many learning opportunities offered by colleges and universities in communities and states throughout the nation. The directory also includes a reprint of a list of program opportunities for "academically able" students, developed by the Center for Talented Youth at Johns Hopkins University. (TES)

ED 354 110   RC 018 810

Hernandez, Rafael, Comp.; Morse, Susan C., Comp.
Our Culture, Our Lives.
PUB DATE- Jun 91
NOTE- 44p.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- t of a list of program opportun able" students, developed by the Center for Talented Yo,Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Creative Writing; *English (Second Language); High Schools; High School Students; Journal Writing; Literacy Education; Migrant Education; *Migrant Youth; *Personal Narratives; *Student Writing Models; *Writing (Composition); Writing Exercises
IDENTIFIERS- Escondido Union School District CA

This booklet contains 51 selected journal entries, written in English or Spanish by migrant students in the 1990 Migrant Education Summer Program of the Escondido Union High School District, San Diego, California. The students recorded their thoughts on the following topics: (1) personal histories; (2) experiences at school; (3) life in California; (4) thoughts about life; and (5) creative writing. Seventeen of the entries

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Reservations; *American Indians; Community Development; Economic Change; *Economic Development; *Federal Indian Relationship; Federal Legislation; Federal Programs; *Public Policy; Shared Resources and Services; *Tribal Sovereignty
IDENTIFIERS- Native Americans; *New Mexico; Tribal Government

This paper examines changes in federal policy that have encouraged economic development by American Indian tribes, and presents examples from New Mexico. The Indian Reorganization Act of 1934 guaranteed federal provision of education and other services to the tribes, but the newly reorganized tribal governments were regulated almost exclusively by the Bureau of Indian Affairs (BIA). In the 1950s, aspects of federal wardship were terminated and Native Americans were relocated to urban areas. In the 1960s, Indian Community Action Programs of the Office of Economic Opportunity (OEO) allowed tribes to initiate their own reforms, forcing tribal governments to become more structured and to create their own bureaucracies. The OEO also provided training for tribal leaders and established consortia with major universities to provide technical assistance. The 1970s saw the beginning of the self-determination era. Job training for Native Americans was increased, tribes were allowed to contract services from the BIA, and the policy of Indian preference in hiring for Indian programs was strengthened. In the 1980s the Supreme Court ruled in favor of tribes imposing severance taxes on extracted minerals, but sagging world prices for strategic minerals and massive federal cutbacks in programs and services highlighted the boom-and-bust nature of tribal economics. Major program areas administered by Pueblo tribal consortia are listed, and barriers to tribal economic self-reliance are outlined. (SV)

ED 354 131 RC 018 970

Rochin, Refugio I.
Hispanic Americans in the Rural Economy: Conditions, Issues and Probable Future Adjustments.
PUB DATE- May 92
NOTE- 15p.; In: National Rural Studies Committee: A Proceedings of the Annual Meeting (5th, Las Vegas, New Mexico, May 14-16, 1992); see RC 018 967.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Laborers; Agriculture; Demography; Educational Needs; *Farm Labor; *Hispanic Americans; Income; *Labor Supply; *Mexican Americans; Migrant Workers; *Rural Population
IDENTIFIERS- Chicanos; Immigration

The stereotype of rural Hispanic Americans often connotes social problems such as poverty, illegal immigration, and migrant workers. In reality, rural Hispanics are part of a larger demographic trend changing the balance of power and socioeconomic relations among ethnic groups. Part 1 of this paper reviews demographic information. Hispanic-Americans are a heterogeneous people from different racial, national, religions, and economic backgrounds. Relatively young and concentrated geographically by ethnic origin, this population experiences high rates of unemployment, poverty, and

Redig, K. A.; And Others
Promoting the Relevance & Value of Chemistry: the General Chemistry Program of the U.S. Coast Guard Academy. Report 06-92.
PUB DATE- May 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *College Science; Decision Making; *Educational Change; Higher Education; Problem Solving; Science Curriculum; *Science Education; Science Instruction
IDENTIFIERS- *Coast Guard Academy CT

Many students face chemistry courses with a sense of fear and foreboding because it is a required course. Yet at the same time, fundamentals of chemistry have become intertwined in countless professions to say nothing of its growing importance in our everyday lives. Educators must bridge this dichotomy between attitude and importance. This paper is the case study of a systematic attempt at the U.S. Coast Guard Academy to positively change attitudes while at the same time deepening students' understanding within the discipline of chemistry. The intent of the paper is to present the framework of the Coast Guard program in order to spur others on to further efforts in exciting students with the relevance and importance of the discipline of chemistry. (Author/PR)

ED 354 150 SE 053 052

Wilkinson, Ronald S.
Astronomy for Schools. Selected Teaching Aids.
PUB DATE- Jan 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Astronomy; Elementary Secondary Education; Higher Education; Science Activities; *Science Education; Science History; *Science Projects; *Space Sciences
IDENTIFIERS- Hands on Science Activities

The teaching materials listed in this annotated bibliography emphasize an observational and "hands-on" approach to awakening students' interest in their universe. The sources, which are for teachers and students, can be used to create courses, units, or concepts to stimulate learning. Individual and class projects range from instructive visual activities to the construction of telescopes. Selections about the history and mythology of astronomy are included. Sections in this document include the following: (1) Introductions to Astronomy and Field Guides; (2) Topical and Specialized Works; (3) Atlases, Charts, Maps, and Related Guides; (4) Constellation Figures, Mythology, History, Biography; (5) Individual and Class Projects; and (6) Periodicals. (PR)

ED 354 151 SE 053 055

You, Li-Ching; Schallert, Diane L.
Examining How Prospective Teachers Come To Understand Two Science Constructs, Evaporation and Condensation, as a Result of Class Discussion and Textbook Reading.
PUB DATE- 92
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, 1992).

Civilization; Social Studies
IDENTIFIERS- *Global Education; *Japan

This catalog of instructional resources for teaching about Japan provides annotated entries under three main headings: Japan Resources (resources that are specific to Japan); General Resources (materials that are Japan-related but not Japan-specific); and Organizations. Japan Resources, which includes the major portion of the materials, lists 110 curriculum units, 149 video cassettes (including one 6-cassette series), 9 film guides, 44 slide sets and filmstrips, 16 recordings, 9 educational kits, 25 graphic resources (maps, posters, language charts), 23 resource guides for teachers, and a topical list of books grouped into 17 categories, including Art, Music, Film; Children's Books; Culture; History; Language; Religion; Women; and Others. The 64 Japan-related general resources that follow next are listed under substantially the same headings as the Japan resources. Almost all resources except books indicate recommended grade level ranging from K through 12 with various levels between. Under Organizations, 57 museums in 6 New England states with Massachusetts having by far the largest number, and 58 other organizations are listed: these include 27 centers located in various states and in Japan that produce or distribute materials on Japan of interest to New England pre-college educators; 5 educator exchange centers with Japan; 8 Japan societies and associations; 12 sister city/state organizations; and 6 state departments of education. The catalogue also provides information about the New England Program for Teaching About Japan (NEPTAJ), including its programs and publications. A separate section describes the loan and reserve policy for borrowing NEPTAJ materials from the Five College Center for East Asian Studies, NEPTAJ's sponsoring organization. A subject index and alphabetical index of titles also are included. (LBG)

ED 354 170   SO 022 180

Kauffmann, Norman L.; And Others
Students Abroad: Strangers at Home. Education for a Global Society.
PUB DATE- 92
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Education; Cultural Interrelationships; Global Approach; Higher Education; *International Educational Exchange; *Student Attitudes; *Student Development; *Study Abroad
IDENTIFIERS- Global Education; World Views

Colleges and universities face the major problem of how to make a university education meaningful in a global society. It is the thesis of this book that study abroad is one of the most powerful tools available for internationalizing the U.S. higher education curriculum. After an Introduction giving a general overview of the book, the study begins with four student case histories showing that an individual student's maturity and the extent of his or her immersion in the host country's culture are two key variables that determine to what extent study abroad affects the student. The next two chapters suggest first, that as they study abroad, students develop intellectually in three ways: (1) through language study; (2) through courses in the students' majors that offer new perspectives; and (3) through knowledge acquisition in broad, general areas: and second, that as they study abroad, students excellence for each learner, will also advance social equality. The conference reported in this document was designed to further this commitment. Papers presented in this collection include: (1) "Research and Practice in Pursuit of Social Justice in Education" by Sheila Riddell and Sally Brown; (2) "Social Class in Scottish Education" by Lindsay Paterson; (3) "Social Class and Educational Disadvantage: Are the Schools to Blame?" by David Hughes; (4) "Racism and Education: Issues for Research and Practice" by David Gillborn; (5) "Turning a Multi-Cultural and Anti-Racist Education Policy into Practice" by Helene Witcher; (6) "Gender and Education: Progressive and Conservative Forces in the Balance" by Sheila Riddell; (7) "Gender Issues: Policy into Practice," by Sheena Erskine; (8) "The Inter-Connections of Gender, Class, and Ethnicity within Educational Contexts" by Rowena Arshad; (9) "Bringing about Change in the Culture of a School" by Margaret Macintosh; and (10) "Equality in Education -- Old Dilemmas and New Possibilities" by Sally Brown and Sheila Riddell. The book also contains a preface and a list of nine suggested further readings. (LBG)

ED 354 192 SO 022 721

Palus, Charles J.; And Others
Understanding Executive Performance: A Life-Story Perspective. An Exploration of the Foundations of Leadership in Terms of Personal Identity.
PUB DATE- Oct 91
NOTE- 61p.; For a related document, see SO 022 722.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Psychology; Individual Psychology; Leadership; *Leadership Qualities; *Personality; Personality Development; Personality Studies; *Personality Traits; Psychological Studies; Social Science Research
IDENTIFIERS- *Chief Executive Officers; *Morgan (Dodge D)

The major contention of this paper is that the best way to understand an individual's identity is through the story (or stories) that person makes of his or her life. The research looks at the ways in which the performance of business executives is rooted in both: (1) an executive's unique identity as an individual; and (2) a component of personality called agency. The life story of Dodge Morgan, a former chief executive officer of Controlonics Corporation, who, in 1986, sailed the 60-foot sloop American Promise on a record-breaking, nonstop, solo circumnavigation of the world is the focus of the research. The life story of Dodge Morgan is used to support the argument that identity is a psychological framework for both short-term and long-term goals; that it helps to determine how one approaches both tasks and interpersonal relationships; that it also helps determine the way one copes with stress; and that it has the potential for development over the lifespan, thus affording certain developmental opportunities for the executive. A lengthy bibliography is included. (DB)

ED 354 193 SO 022 722

Kaplan, Robert E.
The Expansive Executive. Report Number 147. Second Edition.
PUB DATE- Jun 91
NOTE- 76p.; For a related document, see SO 022 721.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

(143),Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; Enrollment; *Enrollment Trends; Intellectual Disciplines; *Labor Market; Public Schools; *Teacher Supply and Demand
IDENTIFIERS- *Pennsylvania

In recent years, increases in public school enrollment and possibility that teacher shortages exist or will exist in specific geographic regions and subject areas have raised questions about the supply of and demand for public school teachers. Information submitted by Local Education Agencies (LEAs) in Pennsylvania and certification records were examined to determine the supply of and the demand for teachers by Pennsylvania public schools and to determine if the state is experiencing a teacher shortage. Analysis of this data yielded the following results and conclusions: (1) in general, a more than adequate supply of certified teachers exists to meet the demand for classroom teachers; (2) although there was a demand for elementary teachers to fill new positions generated by increasing enrollments and teachers leaving their positions, there was little or no demand for secondary teachers to fill new positions; (3) because only minor differences existed in the demand for teachers by certification area, it appears that special incentive programs to influence prospective teachers to enter special areas are unnecessary; (4) hiring patterns related to newly certified teachers suggest that there was a significant surplus of available teachers; and (5) overall study results appear to indicate that there is no unmet demand for classroom teachers based on data for 1989-1990 and 1990-1991. (IAH)

ED 354 214 SP 034 212

Domanico, Raymond
Putting the Carnegie Report on School Choice in Perspective.
PUB DATE- 16 Nov 92
NOTE- 7p.; For the Carnegie Report on School Choice, see ED 352 727.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- hers leaving their positions, t
demand for secondary teachers to fill new posi
DESCRIPTORS- Change Strategies; Educational Change; *Educational Innovation; *Educational Policy; Educational Vouchers; Elementary Secondary Education; *Parochial Schools; *Public Schools; *School Choice; *Urban Education
IDENTIFIERS- *School Choice

The Center for Educational Innovation (CEI), established by the Manhattan Institute for Policy Research in 1989, views school choice as the best strategy available to improve public schools on a large scale. CEI's approach to school choice involves giving school professionals the freedom to design innovative and distinctive school programs and giving parents the right to choose, in pursuit of these innovations, the public schools that they want for their children. In this critique of the report by the Carnegie Foundation for the Advancement of Teaching, "School Choice: A Special Report" (October 1992), CEI diverges from the report's conclusions on three issues. First, CEI defines school choice as parental choice plus the freedom to innovate, a broader definition than is contained in Carnegie. Secondly, in CEI's view, the report holds public school choice to an unrealistic standard, a standard which amounts to making this component solely responsible for the failure or success of educational reform. Finally, in contrast also had a significant positive impact on preservice teachers' sense of self-efficacy. (Contains 9 references.) (LL)

ED 354 233 SP 034 340

Sudzina, Mary R.
Dealing with Diversity Issues in the Classroom: A Case Study Approach.
PUB DATE- Feb 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Classroom Environment; Cooperative Learning; *Cultural Pluralism; Education Courses; Elementary Education; Higher Education; *Participative Decision Making; *Perspective Taking; Preservice Teacher Education; *Problem Solving
IDENTIFIERS- Case Method (Teaching Technique); *Dilemma Discussion Approach; *Diversity (Student); Preservice Teachers

This paper presents two examples of the case study method applied to enhance preservice teachers' decision-making abilities and multicultural perspectives. In the first example, preservice teachers (N=17) enrolled in a sophomore educational psychology course chose a case from a preselected list to diagnose and present to the class for analysis and discussion. An ERIC search was conducted to support case solutions; the cases were presented orally to peers; a class discussion was led incorporating alternative viewpoints; and the final exam was a written clinical case study on one child from an urban field placement. In the second example, 39 preservice teachers were organized into groups of 3 to foster principles of cooperative learning. Requirements were the same as in the first example with the additional inclusion of three related articles. Results suggest that the case study format not only increased understanding and comprehension of issues in the contemporary classroom, but it also served as a vehicle for communicating personal experiences, concerns, and commitment to successfully teach all students. Cooperative learning impacted on the way preservice teachers viewed case study dilemmas and their solutions. (Contains 14 references.) (LL)

ED 354 234 SP 034 352

Sparks, William G.; Verner, M. Elizabeth
Intervention Strategies in Multicultural Education: A Comparison of Pre-Service Models.
PUB DATE- Jan 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Objectives; *Attitude Change; Cognitive Structures; *Consciousness Raising; *Education Courses; *Education Majors; Elementary Secondary Education; Global Approach; Higher Education; Integrated Activities; Intellectual Disciplines; Learning Activities; *Multicultural Education; Physical Education; Preservice Teacher Education; *Student Attitudes

The purpose of this study was to identify and compare the effects

Knowledge and Processes in Design. DPS Final Report.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 3 Sep 92
NOTE- 176p.; Five pages of lists contain extremely small type.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Architecture; *Cognitive Processes; Computer Simulation; *Design; Designers; Engineering; *Knowledge Level; *Problem Solving; Protocol Analysis; *Theories
IDENTIFIERS- Cognitive Sciences; Problem Structure; Sketching

Four papers from a project concerning information-processing characterizations of the knowledge and processes involved in design are presented. The project collected and analyzed verbal protocols from instructional designers, architects, and mechanical engineers. A framework was developed for characterizing the problem spaces of design that generalize across design tasks, based on task invariants, the invariants of the human information processor, and the logical structure of design. A protocol analysis technique had been used in three disparate design tasks (Attachments 1 and 2). The development of a computer simulation is presented as Attachment 3, and the issue of external representation is addressed in Attachment 4. The four attachments are: (1) "Motivating the Notion of Generic Design Within Information Processing Theory: The Design Problem Space" (Vinod Goel and Peter Pirolli); (2) "The Structure of Design Problem Spaces" (Vinod Goel and Peter Pirolli); (3) "The Structure of Ill-Structured Problem Solving in Instructional Design" (Peter Pirolli and Daniel Berger); and (4) "The Cognitive Role of Sketching in Problem Solving" (Vinod Goel). (SLD)

ED 354 253 TM 019 494

Hamilton, Anne C.
Performance Assessment of Personal Correspondence on the Development of Written Language Use and Functions in Traditional and Process Writing Second-Grade Classrooms.
PUB DATE- Nov 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *Educational Assessment; *Elementary School Students; Grade 2; *Language Usage; *Letters (Correspondence); Primary Education; Qualitative Research; Skill Development; Teaching Methods; Writing Evaluation; Writing Improvement; *Writing Processes; Writing Skills
IDENTIFIERS- *Language Functions; Pen Pals; *Performance Based Evaluation

The development of written language and its functions were studied for 236 second graders (from four locations in the surrounding Birmingham, Alabama area) in 6 traditional and 6 writing process classrooms. Pen pal letters to undergraduates and written samples were obtained from three students from each class. Writing process classrooms reflect writing experiences that include student-selected topics and choice of genre. Non-linear or recursive writing opportunities are included daily. Quantitative analysis assessed the children's written language and participants in the development process. Results from the survey will provide policymakers and others with information on the condition of literacy in the United States. The field test was conducted in 1991, and the main data collection took place in 1992 with a sample of 14,900 adults aged 16 years and older living in the 50 states and the District of Columbia. Black and Hispanic households were oversampled to ensure reliable estimates of their literacy proficiencies. Results will describe the literacy skills demonstrated by the total adult population as well as by adults comprising various sub-groups and will characterize these skills in terms of demographic and personal background information. Seven tables present information about the samples. An appendix of sample tasks contains some of the prose, document, and quantitative tasks adults were asked to complete. (SLD)

ED 354 271 TM 019 560

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. First Follow-Up: Teacher Component Data File User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 384p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Databases; *Data Collection; Data Processing; *Evaluation Utilization; Followup Studies; Grade 10; High Schools; *National Surveys; *Sampling; Secondary School Teachers; Statistical Data; Student Characteristics; Student Evaluation; *Teacher Characteristics
IDENTIFIERS- *Educational Information; *National Education Longitudinal Study 1988; Statistical Analysis System; User Guides

This user's manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up teacher component of the National Education Longitudinal Study of 1988 (NELS:88). The teacher component provides teacher information that can be used to analyze the behaviors and outcomes of the student sample. Another objective is to provide the documentation necessary to use the data files. Chapter 1 presents the history and an overview of the NELS:88 program. Chapter 2 contains a general description of the data collection instruments of the first follow-up study. The sample design and weighting procedures of the first follow-up are documented in chapter 3; and data collection procedures, schedules, and results are presented in chapter 4. Chapter 5 describes data preparation and processing. Chapter 6 describes the organization and contents of the data file and provides important suggestions for using it. The seven appendixes contain a list of other publications, guidelines for Statistical Analysis System (SAS) users, the first follow-up teacher questionnaires, and the record layout for the questionnaire. A codebook for the data is the final section of the manual. (SLD)

ED 354 272 TM 019 562

administration, staff, recruitment, eligibility and enrollment, facilities set-up and maintenance, and scheduling. An operation section covers curriculum, the child care component, parent education, staff coordination, staff development, and support services. A program evaluation section discusses costs, outcomes, program successes, obstacles and solutions, and the results of a parent survey. A final section describes changes as of the program's third year. Appendixes contain a forms index with job descriptions, needs assessment forms, student application folders, student registration forms, child care operation forms, and screening forms. Some forms are provided in Spanish. A 35-item bibliography is included. (JB)

ED 354 290 UD 029 049

Pride and Poverty: A Report on San Antonio.
PUB DATE- 91
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Economically Disadvantaged; Elementary Secondary Education; *Employment Opportunities; *Health Needs; Higher Education; Hispanic Americans; Homeless People; *Human Services; Low Income Groups; Minority Groups; *Poverty; Public Housing; Spanish Speaking; Statistical Data; Urban Demography; *Urban Problems
IDENTIFIERS- Language Minorities; *Texas (San Antonio)

This publication offers a portrait of poverty in San Antonio (Texas) based on an analysis of available statistical data and focusing on health, education, employment, housing, and human services. Five chapters each contain statistics regarding poverty in the United States, Texas, and San Antonio. Each chapter also begins with true stories about the poor in San Antonio telling about their lives, and ends with a section on community response. Chapter 1, "Health," covers the uninsured, the health status of San Antonio's poor, teenage pregnancy, accessibility of health care services to the poor, and health and culture. Chapter 2, "Education," describes early education, public education, dropouts in San Antonio, college aspirations, and literacy. Chapter 3, "Employment," considers the working poor, income and wages, employment, unemployment, economic trends, and job training programs. Chapter 4, "Housing," looks at housing conditions, the federal response to housing conditions, local response to housing conditions among San Antonio's poor, public housing developments, and the homeless. Chapter 5, "Human Services," details Aid to Families with Dependent Children, other income-related public assistance programs, personal social services in San Antonio, barriers to recipient utilization of human services, and funding dilemmas. A final section summarizes the challenges facing the city. Twenty-five figures, 21 tables, and 149 references are included. (JB)

ED 354 291 UD 029 050

Flaxman, Erwin; Ascher, Carol
Mentoring in Action: The Efforts of Programs in New York City.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

PUB DATE- 92
NOTE- 16p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- College Students; *Communicative Competence (Languages); Comparative Analysis; English (Second Language); Foreign Countries; Higher Education; Interaction; *Learning Strategies; *Listening Comprehension; Listening Skills; Second Language Instruction; Second Language Learning; *Teaching Methods

This paper discusses non-native speakers' use of interactional strategies to elicit responses from or negotiate meaning with their interlocutors in an attempt to solve their problems in conversational listening. It is concerned with the question of whether these interactional listening strategies can be taught as a means to improve learners' conversational ability rather than allowing them simply to develop as a result of practice. This paper is a preliminary report on a practical experiment designed to investigate the effect of strategy and practice teaching in communicative activities in order to find out the applicability and effectiveness of listening training in the second language classroom. (Contains 39 references.) (Author)

ED 353 842 FL 020 979

McGrath, Ian; And Others
Lesson Beginnings.
PUB DATE- 92
NOTE- 19p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Adults; *Classroom Techniques; Data Collection; Foreign Countries; Interviews; *Language Teachers; Questionnaires; *Second Language Instruction; *Student Attitudes; *Teaching Methods; *Teaching Styles; Videotape Recordings

This paper describes a study of the ways in which teachers of foreign languages (English and other languages) to adults begin their lessons, the purposes that underlie their habitual practices, and students' attitudes to these practices. Among the conclusions reached are the following: (1) in the context described, teachers appear to attach greater importance to affective than cognitive consideration; (2) although individual teachers may operate with a relatively narrow range of activities, there is considerable variation across those involved in the study; (3) despite evidence of a slight preference for more attention to be given to review and preview, students appear to be on the whole quite content with the way in which their lessons begin. (Contains 17 references.) (Author)

ED 353 843 FL 020 980

Owusu-Ansah, L. K.
Where True Power Lies: Modality as an Indication of Power in Two Institutionalised Domains of Language Use.
PUB DATE- 92
NOTE- 9p.; For serial issue in which this paper appears, see FL

turnover, few state training requirements for ABE and ESL instructors, and lack of a unified adult education research base. This digest summarizes research on the formats of staff development for ABE and ESL teachers and volunteer instructors and identifies key elements of effective staff development programs. (VWL)

ED 353 863 FL 800 613

Wrigley, Heide Spruck
Learner Assessment in Adult ESL Literacy. ERIC Q & A.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adults; Comparative Analysis; *English (Second Language); *Literacy; *Standardized Tests; *Student Evaluation
IDENTIFIERS- *Alternative Assessment

This document focuses on assessing Adult English-as-a-Second-language (ESL) literacy skills. Implementing and developing sound assessments for ESL literacy has become a big challenge--a task made even more difficult because a framework for assessments that provide useful data for ESL literacy programs has not yet been developed. To help clarify some of the issues, this document compares standardized tests and alternative assessments and provides some examples of effective alternative assessments used in the field. Specific sections address the following: (1) how ESL is currently assessed; (2) what the role of standardized testing is in adult ESL literacy; (3) what kinds of standardized tests are common; (4) what some of the advantages and shortcomings are of standardized tests; (5) what alternative assessment is; (6) and what alternative approaches to assessment show promise. (Contains 25 references.)

ED 353 864 FL 800 621

Smallwood, Betty Ansin
Children's Literature for Adult ESL Literacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Literacy; Books; *Childrens Literature; Class Activities; *English (Second Language); Family Programs; *Instructional Materials; *Literacy Education
IDENTIFIERS- ERIC Digests

Children's literature, widely used with elementary English-as-a-Second-Language (ESL) students, can be adapted to teach literacy skills to adult ESL learners as well. Children's books often have captivating story lines and beautiful illustrations, and many have universal appeal and address mature themes and topics. Its successful use in adult ESL programs is enhanced by age-sensitive book selections, clear class presentations, and the creative development of related lesson and unit plans. From its strong foundation as a way to develop literacy in elementary schools, children's literature has recently become cultural pluralism, as well as issues and choices facing the participating institutions as they implement their core programs. Examples are used from these institutions, with analytical commentary, to illustrate the practice. Chapters 3 and 4 focus on the processes of faculty development and core curriculum implementation, respectively. Each of these chapters ends with a series of recommendations for good practice. Chapter 5 summarizes the characteristics of strong core programs that engage cultural pluralism, An "Afterword" identifies challenges for the future. The book includes syllabi, excerpts from core proposals, curriculum profiles, and lists of questions to guide campus planners. (Contains 31 annotated bibliographic references.) (GLR)

ED 353 883   HE 026 138

Musil, Caryn McTighe, Ed.
Students at the Center: Feminist Assessment.
PUB DATE- 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Evaluation; Data Collection; *Educational Assessment; Educational Quality; *Evaluation Methods; *Feminism; Higher Education; Program Design; Program Development; *Program Evaluation; Questionnaires; Womens Education; *Womens Studies

This publication is designed to facilitate program assessment involving women's studies courses by setting feminist principles of assessment in the context of the larger assessment movement. It features innovative assessment designs, a variety of methodological approaches, and practical advice about how to conduct a productive assessment project on a campus. It also contains, in the appendix, questionnaires, scoring sheets, and interview questions; a directory of consultants; and a selected bibliography on assessment. The book is divided into three parts. Part 1 contains chapters that provide the history of the assessment project which resulted in the writing of this book, and a review of the history of the assessment movement. Part 2 contains chapters on what feminist assessment is, how to design an assessment program, and a description of methods and models of assessment. Finally, Part 3 provides brief comments on the assessment process as it was implemented in seven colleges and universities. Papers have the following titles and authors: "Relaxing Your Neck Muscles: The History of the Project" (Caryn McTighe Musil); "The Assessment Movement and Feminism: Connection or Collision" (Pat Hutchings); "What is Feminist Assessment?" (Joan Polinar Shapiro); "Assessment Designs and the Courage to Innovate" (Jill Mattuck Tarule and Mary Kay Thompson Tetreault); "Seasoning Your Own Spaghetti Sauce: An Overview of Methods and Models" (Carolyne W. Arnold); "Voices from the Campuses" (Suzanne Hyers). References are included for each paper. (GLR)

ED 353 884   HE 026 139

Slevin, James F.
The Next Generation: Preparing Graduate Students for the Professional Responsibilities of College Teachers.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English

Sector and Major Subject Area, New York State, 1990-91; (4) Bachelor's and Higher Degrees Conferred in Institutions of Higher Education by Major Subject Area, New York State, 1988-89 to 1990-91; (5) Degree Trends in Institutions of Higher Education by Sector, Level of Degree and Year, New York State, 1986-87 to 1990-91; (6) Associate Degrees Conferred in Institutions of Higher Education by Sector and Major Subject Area, New York State, 1990-91; and (7) Percent Distribution of Degrees Conferred by Level of Degree and Type of Institution, New York State, 1990-91. (JB)

ED 353 902 HE 026 160

DOD Service Academies: More Changes Needed To Eliminate Hazing. Report to Congressional Requesters.
PUB DATE- Nov 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Freshmen; Colleges; Higher Education; Interviews; *Military Schools; Military Training; *Program Evaluation; Questionnaires
IDENTIFIERS- Air Force Academy CO; *Department of Defense; *Hazing; Indoctrination; Military Academy (West Point) NY; Naval Academy MD

This study sought to review the extent of hazing at the three Department of Defense (DOD) service academies, the actions taken by the academies to control and eliminate hazing, and the impact of hazing on cadets and midshipmen. The three academies studied were the Naval Academy (Annapolis, Maryland), the Air Force Academy (Colorado Springs, Colorado), and the Military Academy (West Point, New York). Reviewed for the study were academy rules and regulations, historical accounts of the academies, studies related to hazing or the operation of the indoctrination system, and files and disciplinary cases involving hazing and related offenses. The study also involved interviews and questionnaires with academy officials, faculty and cadets and midshipmen. The study found that some of the difficulty lay with understanding the distinction between legitimate indoctrination and hazing. However, the study also found that some forms of hazing continue to occur including verbal harassment; that academies rarely charge students with hazing; that recent changes in the entering student system have had some positive effect; and that exposure to hazing is related to negative student outcomes. The report offers recommendations designed to decrease and eventually eliminate hazing within the services. Three appendixes contain comments from the DOD, description of the questionnaire methodology, and a list of major contributors to the report. (JB)

ED 353 903 HE 026 161

Twenty-Sixth Annual Rank-Order Distribution of Administrative Salaries Paid 1992-93.
PUB DATE- Jan 93
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Comparative Analysis; Employment Level; Higher Education; *Public Colleges; *Salaries; Tables (Data)

dissertation's creation. Also discussed are the specifications for printing the document as well as an examination of the forms and services to be used in completing the dissertation process through graduation. Appendices include: (1) a dissertation proposal defense announcement, (2) an example of a title page, (3) a guide for writing the proposal in the proper tenses, and (4) a list of common errors in format and writing. (GLR)

ED 353 921 HE 026 182

Dalton, Herbert F., Jr.; Erdmann, David G.
The Chance to Dream: A Community Success Story.
PUB DATE- 90
NOTE- 46p.; For a related document, see HE 026 183.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Admissions Counseling; College Preparation; *Counseling Services; *Guidance Programs; Higher Education; High School Graduates; High Schools; *Post High School Guidance; Program Design; Program Effectiveness; *Rural Schools; *Rural Youth; Urban Education
IDENTIFIERS- *Florida (Gulf County); Gulf County School District FL

This report describes the results of the Gulf County (Florida) College Counseling Project designed to raise the educational aspirations of students in rural areas who would otherwise stop their education upon completion of high school. It also describes how and why scores of young people from poor and working class homes in the Florida Panhandle were enabled to make their own investment in higher education, and sketches a model that can be readily applied elsewhere. The report chronicles the story of two schools, Port St. Joe and Wewahitchka, and the college counseling program that changed them, and demonstrates how college counseling can be a powerful force in school improvement. In addition, it traces the program from its origins to its working components, offering a step by step approach to help communities implement their own successful college counseling program. Appendices provide empirical measures indicating school and community improvement and a chronology of the Gulf County project. (GLR)

ED 353 922 HE 026 183

Dalton, Herbert F., Jr.
To Share a Dream: The Clinton-Middlebury Partnership.
PUB DATE- 90
NOTE- 34p.; For a related document, see HE 026 182.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Colleges; *College School Cooperation; Comparative Analysis; *Cooperative Programs; *Counseling Services; Disadvantaged Youth; Educational Opportunities; Higher Education; High Schools; High School Students; Hispanic Americans; Program Descriptions; *Racial Relations; Shared Resources and Services; Whites
IDENTIFIERS- *Middlebury College VT; New York City Board of Education; Partnerships in Education

This report describes a high school/college partnership between DeWitt Clinton High School (New York City) and Middlebury

This report, one of a series of country studies on higher education and employment particularly in continuing professional education, contains two papers on recent developments in Yugoslavia. The first presents the findings of a study of continuing professional education at Belgrade University in Serbia and at Titograd University in Montenegro. Section I notes study methodology. Section II discusses the incentives and setbacks to continuing professional education. Section III discusses the efforts to determine the needs for professional continuing education and shows that at the two universities studied there is almost no research into educational needs of this type. Section IV reviews the variety of continuing professional education models. Section V examines problems of evaluation. Section VI covers non-university based continuing professional education. The second paper describes the continuing professional education of biochemical engineers in Yugoslavia. An opening section offers data on the faculties of technology at 18 universities. A following section discusses employment problems faced by biochemical engineers. A description of postgraduate continuous education covers types of programs available and participation rates. The remaining sections review problems of organization and suggest developmental trends in continuing professional education. (JB)

ED 353 941 HE 026 202

Wade, Leroy; And Others
Directory and Statistical Summary: Proprietary Sector of Missouri Postsecondary Education, 1991-92.
PUB DATE- Oct 92
NOTE- 264p.; Not available in paper copy due to small print of many tables.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Education Work Relationship; Employment; Enrollment; *Institutional Characteristics; *Postsecondary Education; Private Sector; *Proprietary Schools; Student Characteristics; Student Financial Aid; Tables (Data); Vocational Schools
IDENTIFIERS- *Missouri; Proprietary Organizations

This is the fourth annual report and summary of information relating to Missouri's postsecondary private career schools for 1991-92. Following part I and part II, foreword and introduction respectively, part III is a directory of schools certified to operate in Missouri. Part IV is a compilation and graphic display of observations from the data collected for schools certified during 1991. This section comprises the bulk of the document and contains a graphic summary in 16 figures of information on certifications, school characteristics, student characteristics, and institutional and student financial data. Also included in this section are an inventory of instructional programs (1991), student preparation information, participation data, completions and employment data, and financial and personnel resources. Appendixes contain an inventory of instructional programs offered by out-of-state academic degree granting schools, an inventory of Missouri private career school programs by school (1992-93), an inventory of Missouri private career school programs by program (1992-93), and classification of instructional programs. (JB)

ED 353 942 HE 026 203

Text Relationship; Research and Development; School Business Relationship; School Funds; Sex Fairness; *Systems Approach
IDENTIFIERS- Multimedia Materials; *Systemic Change

The EPIEgram newsletter contains information about educational materials and technology and systemic change. In addition to continuing features, "Research & Reports," "Views and Reviews," and "The Educational Software Selector (TESS)," the five issues and two double issues contain articles on textbook adoption; multimedia software evaluation; materials on the quintcentenary of Columbus's voyage; purchasing technology for schools; text content and reading ability; copyright policy and concerns of publishers; funding sources for materials and technology for schools; distance learning; a report on IBM's Schools Executives Conference; parental involvement; ending sexual inequality in schools by systemic change; remodeling the mathematics curriculum; business and education; systems and systemic thinking; systemic vision of H.R. 4014; and the States Consortium for Improving Software Selection (SCISS), the TESS database, and curriculum reform. (ALF)

ED 353 960 IR 015 920

Dills, Charles R.; Romiszowski, Alexander
The Application of Formal Design Theories to the Production of Videodisc/CBI Instructional Systems.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Expert Systems; *Instructional Design; Instructional Development; *Instructional Systems; *Interactive Video; Media Selection; Models; Needs Assessment; Systems Approach; Task Analysis; *Videodisks

This paper describes a new instructional development model, the INTERACT model, for use in instructional design of interactive instruction, especially interactive computer-delivered instruction such as intelligent tutors and videodisc-based computer-based instruction (CBI). The model is derived largely from current practice in instructional development and from work in intelligent tutors, and was motivated by the current need for intelligent CBI authoring systems. The model involves a few novel assumptions, including: (1) in practice, projects do not usually begin with a task or needs analysis, but with goals usually derived from corporate assumptions about the existing problems and solutions; and (2) media selection should not be driven solely by the behavioral objectives, but by the nature of the learning experience. Six figures illustrate the INTERACT model and various concepts presented in the paper. (Contains 5 references.) (Author/ALF)

ED 353 961 IR 015 922

Wong, Suk-Ying; And Others
Asia and the Pacific: A Survey of Distance Education 1992. Vol. I: Australia-Japan. New Papers on Higher Education: Studies and Research, No. 7.
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Higher Education and Research.
PUB DATE- 92
NOTE- 438p.; For Volume II, see IR 015 923.

De Gennaro, Richard
New Beginnings: A Report to the Faculty of Arts and Sciences on the State of the Library.
PUB DATE- 1 Feb 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Libraries; Higher Education; Liberal Arts; Library Collection Development; Library Facilities; *Library Planning; Library Statistics; *Long Range Planning; Nonprint Media; Research Libraries; Technological Advancement
IDENTIFIERS- *Harvard University MA; *Undergraduate Libraries

This paper is a report to the Faculty of Arts and Sciences on the changing state of the Harvard College Library and the larger information environment of which it is a part. It is also a call for faculty participation in a strategic planning process designed to reposition the Library to serve an information age university in the twenty-first century. The plan will set priorities and goals for the Library for the next five years and directions for the next decade and beyond. The paper is in three parts. First comes an overview of the external developments that are forcing the Library to change the way it fulfills its mission. These are the price of publications, new computer-based technologies, problems with preservation, an increase in the number of research libraries, and the growth of the information industry. This is followed by a review of the current state of the Library and a glimpse of its future directions. The paper concludes with a description of the strategic planning process and a discussion of the principal issues that need to be addressed, i.e., space, collections, technology, undergraduate libraries, and new media. Supporting statistical materials are appended. (KRN)

ED 353 982 IR 054 356

Plan of Organization and Service of the Onondaga-Cortland-Madison School Library System, July 1, 1991-June 30, 1994.
PUB DATE- Jul 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; Interlibrary Loans; Learning Resources Centers; Library Collection Development; *Library Networks; *Long Range Planning; *Objectives; Professional Continuing Education; Professional Development; *School Libraries; *Shared Library Resources; Special Needs Students; State Programs; Union Catalogs
IDENTIFIERS- Boards of Cooperative Educational Services

This publication contains the 3-year plan of a three-county school library system located in central New York State. The system is funded by the state, and the contents of the plan are mandated by state regulation. The plan provides the following: (1) organizational information; (2) a membership list of the School Library System Council; (3) information on internal organization and staffing, including an organizational chart; (4) a list of 23 member school districts and 5 nonpublic schools, together with the name of the certified school library media specialist designated as liaison to the system, and a

Douglas, Marilyn E., Comp.
Taking New Paths...Report of the Institute on Following Dewey's Paths (Albany, New York, November 7-8, 1990).
SPONS. AGENCY- New York Library Association, New York.
PUB DATE- Nov 90
NOTE- 72p.; The paper by Shubert and Dyer is reprinted from "The Bookmark," v48 n1 Fall 1989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Certification; Demography; Employment Opportunities; Futures (of Society); Graduate Students; Higher Education; *Labor Needs; *Labor Supply; *Librarians; Library Associations; *Library Education; Library Statistics; Long Range Planning; Masters Degrees; Occupational Surveys; Policy Formation; Professional Continuing Education; Recruitment; State Programs; Tables (Data)
IDENTIFIERS- *New York

This report includes the proceedings and seven pre-institute papers of this institute, which was attended by representatives of the library profession, the educational hierarchy of New York State, seven of New York's library schools, and library personnel specialists from the American Library Association, in order to formulate recruitment, education, and certification strategies to counter New York's shortage of librarians during the 1990s. The report outlines the background of the goals and objectives; of the institute; presents highlight of institute presentations; outlines problems, needs, and suggestions identified by attendees relating to recruitment and retention, the traditional library science degree, external degrees, continuing education, assessment, and certification; offers observations of the New York Library Association (NYLA) Committee on the Profession; and highlights recommendations for action. Appended papers prepared for the Institute are: (1) "The Dewey Eyed Path to the MLS." (Richard S. Halsey); (2) "New York State Demographic Trends: Overview" (Robert S. Scardamalia); (3) "Labor Force 2000: Projections for New York State and Economic Development Regions" (Vincent DeSantis); (4) "Who Are We? A Profile of Students Enrolled in Programs of Library and Information Science in New York" (William E. Moen); (5) "Occupational Projection for Librarianship in New York State" (Alan Schelp); (6) "The Role of Continuing Education in the Development of New York Librarianship" (Charles R. McClure); and (7) "An Additional Means of Delivering Library Education" (Joseph F. Shubert and Patricia Dyer). (KRN)

ED 354 002 IR 054 378

Standard for University of California Union Catalog Input Records; Standard for Brief Machine-Readable Bibliographic Records for University of California Libraries; and Record Format for the MELVYL Catalog. Technical Reports Nos. 1-3.
PUB DATE- 90
NOTE- 41p.; For related reports, see IR 054 379-381.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; Bibliographic Databases; *Bibliographic Records; Bibliographic Utilities; Cataloging; Higher Education; *Library Standards; *Machine Readable

the students began their first semester, and as needed afterward. The RTG is an ongoing program intended to provide students completing high school with an opportunity to register for college before their high school graduation date. RTG was designed to "demystify" college, make students aware of college requirements, and promote community colleges as a viable option to those who may not have considered attending college otherwise. The program includes orientation services and helps students complete the college application, take the college assessment test, and register for courses. Conducted at high school campuses in collaboration with high school personnel, RTG has grown from serving 149 students at 3 high schools in 1988-89 to 1,773 students at 12 schools in 1990-91. (MAB)

ED 354 019 JC 920 584

Walker, Susan P.
Labour Trends and Training Needs in British Columbia.
SPONS. AGENCY- Open Coll. Planning Council (British Columbia).
PUB DATE- 92
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Economic Change; *Economic Climate; Economic Development; *Economic Factors; Educational Needs; *Educational Planning; Foreign Countries; Industrial Training; *Job Training; *Labor Force Development; Labor Market; Labor Needs; Needs Assessment; Nontraditional Education; *School Business Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *British Columbia; Open Learning Agency BC

In an effort to meet the training needs of the British Columbia (BC) labor force, Open College (OC), in Burnaby, has focused future activities on market-driven, employer-centered training programs utilizing advanced technologies and traditional on-site instructional methods. Designed to ensure that these courses and programs reflect actual labor demands, this report examines BC's training needs, details economic and labor market trends and forces, identifies the extent to which training needs have been changed by such factors as industry demands and political developments, and recommends ways in which OC's programs can upgrade the level of skills of the BC labor force. After an introductory section discussing the purpose and methodology of the report, part II provides an economic and labor market overview, detailing information on: (1) a world overview, examining economic trends in the United States, Europe, and Asia; (2) the Canadian economy, reviewing demographics and employment, productivity, trade, and industrial development; (3) the BC economy; (4) provincial industries and industrial development; (5) developments in the workplace; (6) occupations and demand; (7) critical skills; (8) skills shortages; and (9) training trends, examining such areas as expenditures, delivery methods, and governmental role. Part III presents a series of recommendations for OC, emphasizing the need for training in information technology, management and supervision, workplace literacy, and total quality management. Appendixes include a map of BC, a table of government funding for training programs, profiles of the six BC regions, and BC industry profiles by region. An autumn 1992 update on the economic and market overview is attached. (PAA)

ED 354 020 JC 920 586

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Administrator Role; Community Colleges; *Educational Research; Enrollment; *Enrollment Influences; *Enrollment Projections; Enrollment Trends; *Management Systems; Models; Participant Satisfaction; Program Descriptions; School Surveys; Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Enrollment Management; Mesa Community College AZ

If educational institutions are to experience continued growth in times of declining enrollments, they must develop an organizational concept of enrollment management which incorporates all institutional areas in its activities. At the base of an effective enrollment management system is institutional research, which should focus on market analysis, target markets, student profiles, needs assessments, exit interviews, graduate follow-up, and transfer student follow-up. The functional areas of enrollment management include admissions/recruitment, orientation/assessment, advisement, financial aid, career planning and placement, learning assistance centers, student activities, and student registration and records keeping. The department chair should encourage faculty members' direct participation in the updating of recruitment and marketing materials, in the student orientation and enrollment process, and in the development and maintenance of support programs and services. A model enrollment management system is in place at Mesa Community College (MCC) in Mesa, Arizona. The bulk of this paper describes the major features of the system, including service delivery strategies for new students, re-entry students, and currently enrolled students; assessment activities; the responsibilities and characteristics of effective academic advisors; the role of the advisement center; counseling and multicultural services at MCC; and the functions of the offices of records/registration, career planning/job placement, student financial services and veterans affairs. Appendixes provide data tables, student educational plan and advisement forms, and flow charts of the counseling, advisement/transfer, and student services models. (PAA)

ED 354 037 JC 930 077

Statewide Longitudinal Study, 1987-92. Final Report.
PUB DATE- Feb 93
NOTE- 16p.; For the initial report, see ED 291 433; for the interim report, see ED 297 833.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Degrees (Academic); Followup Studies; Longitudinal Studies; *Outcomes of Education; *Participant Satisfaction; *Student Attitudes; *Student Characteristics; Tables (Data); Transfer Students; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- Wyoming Community College System

Between fall 1987 and spring 1992, the Wyoming Community College Commission, in cooperation with the state's seven community colleges, implemented a comprehensive longitudinal study to follow changes in student demographics and progress over the 5-year period. The sample consisted of 181 first-time, first-year, full-time students attending one of the community colleges in October, 1987. The initial survey defined a profile of community college students and identified their educational

ED 354 053 JC 930 093

Gibson, Ken
Communicating with Faculty Using a Diagnostic Performance Appraisal Process.
PUB DATE- 16 Dec 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Behavior Modification; *College Faculty; *Communication Skills; Community Colleges; Faculty Development; Feedback; *Formative Evaluation; Instructional Improvement; *Summative Evaluation; Supervisory Methods; Supervisory Training; *Teacher Behavior; Teacher Effectiveness; *Teacher Evaluation; Two Year Colleges

In spite of the many teacher evaluation models available and the extensive research on performance appraisal, few community colleges have effectively come to terms with this difficult task. Many administrators prefer to avoid the interpersonal conflict and the possible legal ramifications of performance appraisal. However, in times of limited resources, institutions must seek to make better use of their human resources. Performance appraisal should incorporate both performance enhancement (formative evaluation) and performance management (summative evaluation). Most administrators and supervisors prefer performance enhancement, which involves reinforcing effective behavior, and avoid performance management, which involves identifying unacceptable behaviors among faculty and negotiating change. A supervisor will need highly developed communication skills and training to successfully combine judging and counseling in the same appraisal process. Exhibiting a positive and constructive attitude and effective listening skills, possessing adequate knowledge of the employee's job functions, giving reflective feedback, asking open-ended questions, and engaging in joint goal-setting, will assist the supervisor in negotiating appropriate employee behavior during the appraisal interview. Johnson County Community College in Overland Park, Kansas, utilizes an appraisal process combining student feedback, classroom observation, and faculty self-evaluation. Faculty complete a goal-setting initiative, participate in an individual appraisal conference which combines formative and summative evaluations, and receive follow-up coaching. The process begins and ends with review of the job description. (PAA)

ED 354 054 JC 930 095

Community College Enrollment Estimate, Fall 1991.
PUB DATE- Jan 92
NOTE- 29p.; Cover title is: "Estimate of Fall 1991 Enrollment."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Size; Community Colleges; *Enrollment; *Enrollment Influences; *Enrollment Projections; *Enrollment Trends; Financial Exigency; School Demography; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

In December 1991, the Chancellor's Office for the California Community Colleges (CCC) collected enrollment data at 49 of the state's 107 community colleges, representing approximately 54%

Prenatal Influences; Prevention; *Special Health Problems
Despite years of concern about the toxic effects of high lead exposure and recent knowledge about the less apparent effects of exposure to low doses of lead, a total of 3 to 4 million children in the United States are still being exposed to concentrations of lead that could compromise their cognitive and social development. This paper discusses: (1) the long-term consequences of early exposure to lead; (2) prenatal exposure to lead; (3) definitions of a toxic dose of lead; and (4) reasons why little is being done to control lead exposure. In discussing the long-term effects of lead exposure, the report examines behavioral problems that often occur in children with exposures to low levels of lead and that may lead to children's failure in school. Data examined indicate that lead exposure is greater than average in groups in which subnormal intelligence, attention disorders, and behavior problems are found at higher than average rates; and that half of the black children living in poverty have elevated blood lead levels. Steps in a plan to prevent childhood lead poisoning, announced by the Centers for Disease Control in 1991, include an increase in the number of childhood lead poisoning prevention programs, effective abatement of leaded homes, and a national surveillance effort. (SM)

ED 354 072 PS 021 068

Campbell, R. J.; And Others
The Use and Management of Infant Teachers' Time: Some Policy Issues.
PUB DATE- Oct 91
NOTE- 25p.; Paper presented at the Policy Analysis Unit Seminar (Coventry, England, November 15, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Policy; Elementary Education; *Elementary School Teachers; Faculty Mobility; Foreign Countries; *Preschool Teachers; *Quality of Life; Student Evaluation; Teacher Attitudes; Teacher Persistence; Teaching Load; *Time Management; Work Environment; Working Hours
IDENTIFIERS- *British National Curriculum; Education Reform Act 1988 (England); England; Wales

The first part of this paper reviews the literature on fundamental issues that relate to the work of teachers as the national curriculum is implemented in the United Kingdom. These issues include: (1) the work day of junior and secondary school teachers; (2) the politics and sociology of teaching; (3) the work of primary school teachers; and (4) teaching under the Education Reform Act of 1988. The second part examines the teaching of infants under the Education Reform Act, factors in teachers' working conditions that hinder or help them in delivering the national curriculum, teachers' perceptions of the teaching of infants, and the impact of teachers' work on their personal and social lives. Policy issues that must be addressed to ensure the success of educational reform in the United Kingdom are identified. Issues that relate to the use of teachers' time include the pressure on teachers' time within the school day and the staffing of primary schools, teachers' work loads, infant teaching as work, and the use of nonteaching assistants. Issues that relate to the delivery of the national curriculum include pupil assessment, the subversion of formative assessment, and class size and management. Issues that relate to teachers' careers include teacher retention and

6.6 ranks in math. Appended are 13 tables of data, a list of data collection instruments used, and a reference list of 32 items. (HOD)

ED 354 092 PS 021 147

Claus, Richard N.; Quimper, Barry E.
Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1992-93.
PUB DATE- Dec 92
NOTE- 42p.; For the 1991-92 report, see ED 343 674. Appendix B has filled type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; Cognitive Development; Compensatory Education; Emotional Development; Formative Evaluation; *High Risk Students; Individual Development; Language Acquisition; Parent Participation; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; Program Improvement; Psychomotor Skills; *School Readiness; State Programs
IDENTIFIERS- *Michigan Early Childhood Educ Preschool Program; *Saginaw City School System MI

This document reports the findings of a process evaluation of the Saginaw, Michigan Early Childhood Education Preschool program for 4-year-olds at risk of academic failure. As of December, 1992, a total of 279 pupils were attending the program at 8 sites. The goal of the program is to enable 4-year-olds to develop school readiness skills. Program components include children's cognitive, psychomotor, and affective development; parent and community participation; curriculum; and staff development. The process evaluation consisted of on-site observations of all eight classrooms and the use of an activity observation checklist and language observation instrument. Observations revealed that: (1) activities to meet the program's daily objectives took place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were placed on objects throughout the classrooms to assist in word recognition; and (4) teachers used language production and enhancement techniques. Overall, the program was operating as planned. Suggestions for improving some areas of the program are offered. Appendixes include a list of program participants, a list of objectives for each of the program's component areas, copies of the activity checklist and language observation instrument, and a table listing teachers' use of language production and enhancement techniques. (MM)

ED 354 093 PS 021 148

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Process Evaluation Report, 1992-93.
PUB DATE- Dec 92
NOTE- 33p.; For the 1991-92 report, see ED 343 673.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; Cognitive Development; Compensatory Education; Emotional Development; Formative Evaluation; High Risk Students; Language

are in Spanish, 29 are in English, and 5 are in both languages. The purpose of the writing course was to develop the migrant students' written communication skills by involving them in a variety of writing exercises. It provided an opportunity for students to explore their personal histories and their culture, and express their thoughts through journal writing. (TES)

ED 354 111 RC 018 942

Leave No Trace! An Outdoor Ethic: A Program To Teach Skills for Protecting the Wilderness Environment.
PUB DATE- May 92
NOTE- 49p.; For related document, see RC 018 943.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Camping; *Conservation (Environment); *Conservation Education; *Ethics; Outdoor Education; *Recreationists
IDENTIFIERS- *Outdoor Recreation; Public Awareness; *Wilderness

This document consists of two brochures that were developed as part of a land ethics training program for outdoor recreationists. The brochures provide information about techniques that outdoor practitioners can use to help minimize disturbance to backcountry and wilderness areas. Heavy use of popular camping areas can create problems such as overcrowding, soil erosion, campfire scars, pollution of lakes and streams, disturbing noise, and scattered litter. The brochures provide guidelines for planning wilderness trips, traveling in backcountry or wilderness areas, camping, use of fires, appropriate sanitation methods, use of pack animals visiting historical and archeological sites, and backcountry courtesy. Also included is a basic test of outdoor ethics and skills. (LP)

ED 354 112 RC 018 943

Leave No Trace: Outdoor Skills and Ethics.
PUB DATE- 92
NOTE- 21p.; For related document, see RC 018 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Camping; *Conservation (Environment); *Conservation Education; *Ethics; National Programs; *Outdoor Education
IDENTIFIERS- Outdoor Recreation; *Public Awareness; *Wilderness

This brochure was developed as part of a national education program whose mission is to educate wildland user groups, federal agencies, and the public about minimum impact camping. The brochure lists principles for conservation of the environment in outdoor activities and discusses conservation techniques to minimize impact in backcountry and wilderness areas. The principles of the program concern: (1) backcountry trip planning and preparation; (2) concentrating impacts in high use areas; (3) spreading use and impact in pristine areas; (4) avoiding places where impact is just beginning; (5) picking up and packing out all litter; (6) properly disposing of waste; (7) leaving what you find; and (8) the proper use of campfires.

educational disadvantage. Schooling and employment issues need high priority to effectively engage Hispanic-Americans in the U.S. economy. Part 2 focuses on the history and contemporary roles of Hispanics in "rural" America, including the often-ignored contributions of Hispanics to U.S. farming and livestock production, the origins of migrant and seasonal workers, the unionization of farm labor, immigration and related issues of mechanization, and the formation of rural colonias (Southwest communities with majority Hispanic populations). Part 3 discusses Mexican-Americans in agriculture, arguing that U.S. agriculture is going through a phase of "Mexicanization" instead of the predicted "mechanization" of the 1970s and 1980s. Implications for U.S. agriculture and workers of the North American Free Trade Agreement between Mexico and the United States are examined. This paper contains 47 references. (SV)

ED 354 132   RC 018 971

Oakerson, Ronald J.
Size, Function, and Structure: Jurisdictional Size Effects on Public Sector Performance.
PUB DATE- May 92
NOTE- 11p.; In: National Rural Studies Committee: A Proceedings of the Annual Meeting (5th, Las Vegas, New Mexico, May 14-16, 1992); see RC 018 967.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Delivery Systems; *Efficiency; Elementary Secondary Education; *Government Role; *Local Government; Mergers; Police; Public Administration; Public Education; *Public Sector; *Rural Areas; Rural Schools; *School District Size
IDENTIFIERS- *Economies of Scale

Jurisdictional consolidation of local governments and school districts is a controversial and persistent subject for rural communities. Consolidation proposals are usually based on the assumption that larger jurisdictions are necessary to capture economies of scale. This paper argues that the effect of size depends on the function that a jurisdiction performs and the multi-organizational structure in which a jurisdiction is embedded. Local governments perform two types of basic functions, i.e., provision (articulating needs) and production (transforming resources into goods and services). Studies of police departments (a production function) found that department size was positively related to per capita spending but negatively related to residents' perceptions of police effectiveness and attitudes. Although increasing school district size increases certain inputs to the production of education, research does not show that larger size leads to higher output (student achievement). Smaller school districts may have access to resources (such as greater "social capital") that compensate for lower-level inputs. The production and provision of services in rural areas may be limited, not by smaller jurisdictional size, but by a smaller local public economy, which yields less complexity in organizational structure and less flexibility for operating at diverse scales. In these circumstances, consolidation offers no solution to rural problems. Consolidation cannot create population scale (a function of density) where it is absent, and may, by mixing together different communities of interest, diminish valuable social capital. (SV)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Science; *Concept Formation; Educational Research; Elementary Education; Elementary School Science; Higher Education; *Kinetic Molecular Theory; Science Curriculum; *Science Education; Science Instruction; Teacher Education
IDENTIFIERS- Condensation; Evaporation; *Vygotsky (Lev S)

As part of a larger project aimed at exploring how students' conceptual growth results from interacting with the teacher and the assigned readings associated with a course, this study focused on how prospective elementary teachers conceptualized two concepts, evaporation and condensation in a Concepts in Earth Science Course. In the conceptual change literature, very few studies have concentrated on prospective science teachers' knowledge change. There are still fewer studies that have analyzed classroom discourse in any depth. This study analyzed transcriptions of classroom discussion discourse, both students' and teacher's stimulated recall interviews, and follow-up interviews, students' answers to their tests, observation notes, and conceptual profile inventories to discern students' alternative concepts and how students accommodated scientific explanations. The study found that: (1) most students were not clear about heat transformation involved in evaporation and condensation; (2) many of them did not think of evaporation and condensation in terms of molecular movement and energy; (3) few of them integrated their knowledge of heat transformation, molecular movement, energy, and change of states to explain the effect of evaporation and condensation on the surrounding air; and (4) disconnected information provided by textbook and classroom discussion did not help students understand these two concepts. (Author/PR)

ED 354 152 SE 053 059

Malaspina, Mark; And Others
What Works: Air Pollution Solutions. Report No. 1.
PUB DATE- May 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; *Change Strategies; Citizen Participation; Curriculum Development; Depleted Resources; Elementary Secondary Education; Environmental Education; Hazardous Materials; Models; Natural Resources; Poisons; Pollution; *Problem Solving; State Action; Transportation
IDENTIFIERS- Emission Control; Emissions; *Environmental Action; Environmental Movement; *Environmental Problems; Ozone

This report profiles 69 initiatives and programs from across the country that are effectively reducing smog, air toxics, and chemicals that destroy the ozone layer. Problem solving strategies range from community pressure forcing reduction of industrial emissions, to municipal governments promoting transportation alternatives, to adoption of tough local pollution control laws. Each of the efforts is cited as having achieved dramatic and long lasting results. The report also provides a brief overview of the air pollution issues addressed, and explains major deadlines and opportunities for activists under the 1990 amendments to the Federal Clean Air change in their perceptions of the host culture, their own culture, and global understanding. In chapter 5, a theoretical framework is proposed for understanding the effects of study abroad and the growth which results from it. The conclusion is reached that study abroad is not only a potentially powerful educational technique, but also that program design and participant selection can have significant effects upon outcome. Finally, a number of recommendations are offered whereby, it is believed, the effectiveness of study abroad programs in U.S. educational institutions can be increased and broadened. (LBG)

ED 354 171 SO 022 200

Hofmeyr, B. E.; Mostert, W. P.
Demographic Ageing of the South African Population: Past (1945-1985) and Expected Trends (1985-2035). Report S-190.
PUB DATE- 89
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Rate; *Demography; Foreign Countries; Futures (of Society); Minority Groups; Mortality Rate; Population Distribution; Population Growth; *Population Trends; *Racial Distribution; Social Science Research; Whites
IDENTIFIERS- *Population Aging; *South Africa

This report presents demographic data for four racial populations in South Africa (Blacks, Whites, Coloureds, and Asians) and examines trends in the aging of each of these populations. The age structure of a population is determined most directly by fertility and mortality. The findings of this report support a general theory to the effect that the average age of a population eventually rises in the transition from high to low levels of fertility and mortality. The report shows that the four South African populations are at different stages of this demographic transition. Whites are at the most advanced stage in this process, and are characterized as demographically old; the median age of this group was 29.5 years in 1985. Blacks, on the other hand, are demographically the youngest population group with a median age of 17.9 years in 1985. Asians and Coloureds occupy intermediate positions; in 1985 their median ages were 23.3 and 21.3 years respectively. While the demographic age of Blacks will eventually undergo the same transition, it is likely to be much less rapid than the transition of the other three groups, whose aging is projected to advance at steady rates. Numerous figures and tables of demographic data appear throughout this report, and a 22-item list of references is included. (DB)

ED 354 172 SO 022 432

Marsh, Margaret
Art Appreciation in Practice in Sydney, Australia.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; *Cooperative Learning; Foreign Countries; Secondary Education; Teacher Student Relationship; *Teaching Models

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developmental Psychology; Individual Psychology; Industrial Psychology; *Leadership; *Leadership Qualities; Personality; Personality Development; *Personality Studies; *Personality Traits; Psychological Studies; Social Science Research; Social Theories
IDENTIFIERS- *Business Executives

This report seeks to understand executive leadership by focusing on a character type called "expansive." Expansive character revolves around mastery of tasks and a continual desire to accomplish. In the report, several goals are featured: to define what expansive character is; to discuss its origins; to show how moderate versus extreme degrees of expansiveness affects executive performance, for both good and bad; to consider its effect on the organization; and to discuss implications for development of the expansive executive. The report relies for evidence on executives studied for this research and those studied by others; two particular case studies are utilized. The first describes the research method of the report, and the second discusses subtypes of the expansive executive. Two appendices are included: (1) the research method used for the study; and (2) an explanation of the subtypes of the expansive executive. (DB)

ED 354 194 SO 022 763

Bjerstedt, Ake
Peace Education around the World at the Beginning of the 1990s: Some Data from Questionnaires to Ministries of Education and Members of the Peace Education Commission. Peace Education Miniprints No. 32.
PUB DATE- Aug 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Objectives; Educational Policy; Elementary Secondary Education; *Foreign Countries; Global Approach; *International Education; *Peace; Questionnaires; Role of Education
IDENTIFIERS- *Peace Education

Two questionnaire studies on the status of peace education in different countries or regions are presented in this paper. One of the studies approached school authorities--ministries of education or similar offices. This study involved analyses of the responses received from 125 geographical units in 1991-92 as well as the responses from a special "comparison group" of 100 areas that were surveyed in both 1985-86 and in 1991-92. The other study collected views from a group of educators and researchers with a special interest in peace education--members of the Peace Education Commission. It was observed, among other things, that to date many countries do not have any recommendations on peace education in their official school texts. Nevertheless, there was a substantial minority of countries where such recommendations existed. While there are developments that give peace educators hope for the future, there are many indications that it is still difficult to get peace education generally accepted. The study concluded that it should be an important task in the coming years for educators and researchers interested in peace education to try to understand the character of the resistance or the difficulties in each particular area better and to use this understanding to find ways to overcome the barriers. (DB) to the Carnegie Report, CEI acknowledges the effectiveness of inner-city parochial schools, which have been found to produce much higher results than neighborhood public schools with the same type of students; CEI sees these schools as a viable alternative school choice. Both the Carnegie Report and this response to it cite school choice programs in several localities. (IAH)

ED 354 215 SP 034 246

Dereshiwsky, Mary I.
Making "Hi-Tech" My Tech. Helpful Hints for Educational Practitioners on Planning & Conducting Educational Research with the Help of Technical Specialists.
PUB DATE- Dec 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Data Collection; *Educational Research; Elementary Secondary Education; Higher Education; *Qualitative Research; *Research Design; *Research Methodology; Statistical Analysis; Teacher Attitudes

Educational practitioners tend to resist or avoid doing educational research primarily for two reasons: their prior experience with statistics, computers, and research design has produced insecurity and anxiety; and, they have acquired a basic misunderstanding of the nature and purpose of research. Good research should be both technically sound and practically oriented. Practitioners can develop researchable questions from their own needs and from elements in their own environment: a special population with which they deal, a procedure they are considering trying, or a problem that they want to solve. There is a common misunderstanding that real research must utilize a true experimental design; however, a qualitative research design may be more appropriate for educational settings. Examples of these designs include: comparing two or more groups with regard to some outcomes; evaluation research or impact assessment; correlational research; descriptive studies; and case studies. Words, not numbers, may be a more appropriate focus when collecting data. The data can be summarized using the matrix or table shell method. In addition, using multimethod research designs which combine quantitative and qualitative approaches to collect and analyze data can increase the internal validity or believability of findings and conclusions. When it is necessary or appropriate to utilize quantitative procedures, the research project will proceed more smoothly if the educational practitioner follows certain guidelines in working with statistics and computer specialists. (IAH)

ED 354 216 SP 034 293

Pavelich, Barbara
Peer Coaching within the Internship. Monograph No. 10.
PUB DATE- May 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperating Teachers; *Demonstration Programs;

of two different multicultural education intervention strategies (an integrated model and a subject-specific model) on the knowledge and attitudes of preservice teacher education students (N=228) in both a classroom and a field-based setting. Physical education has included an orientation toward the cognitive and affective domain for many years; because of its social orientation it can play an important role in the process of gaining an understanding and appreciation toward ethnic and cultural diversity. Pre- and post-test assessments were administered to four treatment groups utilizing the Multicultural Physical Education Instrument designed to assess the knowledge and attitudes of students in regard to important multicultural issues. The two classroom intervention strategies were primarly presented as course work. Results reveal that the attitudes of preservice teachers regarding multicultural issues can be enhanced both through discipline-specific as well as integrated courses. Field-based experiences, however, were not particularly effective in helping the teacher education students to gain a higher multicultural tolerance level. (Contains 17 references.) (LL)

ED 354 235 SP 034 356

Cardinale, Loretta A.
Female Preservice Teachers' Prior Experience with Computing.
PUB DATE- 92
NOTE- 6p.; Paper presented at the Annual Conference of Research on Women in Education (18th, Norfolk, VA, November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Oriented Programs; *Computer Science Education; Computer Uses in Education; *Educational Experience; Elementary Secondary Education; *Equal Education; *Females; Higher Education; Males; *Microcomputers; Preservice Teacher Education; Prior Learning; Surveys
IDENTIFIERS- Preservice Teachers

This study was conducted to investigate the microcomputer experience of female preservice teachers. A questionnaire developed to evaluate prior computer experiences of teacher education students enrolled in an educational technology and media course was administered during the first week of class. The sample included 40 males and 215 females. During the weeks that followed, informal interviews adddressed items on the questionnaire, and responses were recorded in writing. Findings suggest that the majority of female preservice teachers lack extensive prior experience with computing, reflecting a dearth of opportunity in elementary and secondary education. This implies that equitable access to computers and classes is critical; support for females to enter technical careers that require computing must be given before college; buying computers for females is essential; incorporating activities into the classrooms that appeal to females as well as males will encourage computer use by females; using E-mail, spreadsheets, creating mailing lists and mail merge with a database demonstrate practical activities that are meaningful to males and females. If opportunities for females are not provided, the gap between male and female computing experience will widen. (Contains 14 annotated references.) (LL)

ED 354 236 SP 034 358

Portis, Sarah C.; And Others

development in spontaneous writing. Qualitative methods assessed the following functions of written language: (1) instrumental; (2) regulatory; (3) interpersonal; (4) personal (awareness of self); (5) heuristic; (6) imaginative; and (7) informative. A quasi-experimental design compared effectiveness of pen pal letters as strategies for written language development in the two types of classrooms. Children from the writing process classroom provided more decontextualized topics and appeared to have more ownership and voice. Teachers in writing process classrooms also appeared to have a better knowledge of the developmental process of writing and spelling. Pen pal letters do provide an opportunity for children to use multiple functions of language. Most of the children perceive their writing experiences as positive. Four tables and 1 figure present study data, and 45 references are included. (SLD)

ED 354 254 TM 019 498

Howerton, D. Lynn; And Others
Self-Esteem and Achievement of At-Risk Adolescent Black Males.
PUB DATE- Nov 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992). For a related document, see TM 019 499.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; *Black Students; Correlation; Disadvantaged Youth; Grades (Scholastic); *High Risk Students; Junior High Schools; Junior High School Students; *Males; Scores; *Self Esteem; Standardized Tests; Test Reliability
IDENTIFIERS- Coopersmith Self Esteem Inventory; Stanford Achievement Tests

The relationship between self-esteem and academic achievement of at-risk adolescent black males was studied for 42 students in grades 6, 7, and 8. The Coopersmith Self-Esteem Inventory (SEI) was used to provide global measures of self-esteem. School grades and scores from the Stanford Achievement Test battery were used to measure academic achievement. The SEI was found to be a reliable measure of global self-esteem for these at-risk adolescents. Moderate to strong internal consistency measures were found for three of the four SEI subscales. The overall average self-esteem score for these subjects was significantly lower than for most means reported in normative studies for the SEI, but not significantly lower than means reported in studies of rural ninth graders, high school black males, and blacks in grades 3 through 8. Self-esteem was significantly related to standardized test battery composite score and end-of-year school grade average. SEI was also significantly related to grades in English and social studies, but not mathematics and science. Findings suggest that overall self-esteem might be enhanced by increasing school performance in specific academic content areas. One table presents correlations for self-esteem and academic achievement. (SLD)

ED 354 255 TM 019 499

Howerton, D. Lynn; And Others
Locus of Control and Achievement of At-Risk Adolescent Black Males.
PUB DATE- Nov 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South

High School Graduate Projections by State: A Review of Projection Accuracy and Methodology. Technical Report.
PUB DATE- Nov 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cohort Analysis; Comparative Analysis; *Educational Trends; Enrollment Projections; Higher Education; *High School Graduates; High Schools; National Surveys; *Predictive Measurement; *Research Methodology; State Surveys; Statistical Data; Validity
IDENTIFIERS- *Accuracy; Cohort Survival Procedures; Educational Information; Western Interstate Commission for Higher Education

In 1979, the Western Interstate Commission for Higher Education (WICHE) began its high school graduates by state projections. The three editions issued since that time have been widely used. This report provides an analysis of the accuracy of the WICHE's projections and an examination of the cohort survival method used to generate the projections. This method assumes that enrollments and graduates can be projected by measuring the survival or transition of birth cohorts into first grade, and then from one grade to the next. The first section of the report compares the WICHE's 1988 projections by state with the number of actual graduates reported through 1990-91 and with projections by the National Center for Education Statistics. The second section discusses the Mean Absolute Percentage Error (MAPE) achieved using the cohort survival method for all 50 states and the District of Columbia. The WICHE's figures have closely followed actual trends in graduation. The 1988 projection series varied less than 1 percent from the actual number of graduates for 1988 and 1989; and 1.5 and 2.3 percent, respectively, for 1990 and 1991. Four tables and one graph complement the discussion. (SLD)

ED 354 273 TM 019 565

Muthen, Bengt O.
Advances in Multi-Level Psychometric Models: Latent Variable Modeling of Growth with Missing Data and Multilevel Data. Project 2.6: Analytic Models To Monitor Status and Progress of Learning and Performance and Their Antecedents.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 20p.; Paper presented at the International Conference on Multivariate Analysis (7th, Barcelona, Spain, September 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Cluster Analysis; Equations (Mathematics); Individual Differences; Longitudinal Studies; *Mathematical Models; *Multivariate Analysis; *Psychometrics
IDENTIFIERS- *Latent Variables; Longitudinal Study of American Youth; *Missing Data; Multilevel Analysis; Structural Modeling

Three important methods areas of multivariate analysis that are not always thought of in terms of latent variable constructs, but for which latent variable modeling can be used to great advantage, are discussed. These methods are: (1) random coefficients describing individual differences in growth; (2)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; Children; *Disadvantaged Youth; *Economically Disadvantaged; Helping Relationship; *Mentors; Minority Group Children; Program Descriptions; Program Effectiveness; Program Implementation; Role Models; Secondary Education; *Urban Youth; *Youth Programs
IDENTIFIERS- Big Brother Big Sister Programs; *New York (New York); Protege Mentor Relationship

This descriptive study examines the operation of youth mentoring programs in New York City. In particular, the study maps the experiences of developing and operating youth mentoring programs as articulated by the organizers or directors of 21 such programs; reviews and analyzes the research and descriptions of mentoring programs nationally to provide a framework for understanding the goals and operating conditions of the programs; and develops an inventory of the concerns of the program developers and directors, drawing implications from program practice, public policy, and research. The bulk of the study is based on extended, open-ended interviews with program directors and others in supervisory or managerial roles. The research shows that: (1) mentoring is usually regarded as a one-to-one relationship between an adult and a youth that continues over time; (2) a wide range of perceptions of the goals of the mentoring relationship exists; and (3) good mentors have motivation, personal commitment, realistic or high expectations, flexibility, respect for the individual's right to make choices, firmness, supportive tendencies, and good listening skills. Specific recommendations are provided for supporting and improving mentoring programs. The 21 programs in the study and 14 references are listed. (JB)

ED 354 292 UD 029 051

Gallimore, Ronald; And Others
The Developmental and Sociocultural Foundations of Mentoring.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Development; Adolescents; Apprenticeships; Behavior Standards; Children; Creative Development; *Developmental Psychology; *Helping Relationship; Interpersonal Competence; *Mentors; Modeling (Psychology); Role Models; Social Behavior; *Social Development; Socialization; *Sociocultural Patterns
IDENTIFIERS- Culture Transmission; *Protege Mentor Relationship

This paper presents a series of propositions concerning processes that are at work in mentoring relationships, with each proposition accompanied by a brief discussion of the theory and research on which it is based. Examples are provided of the role of mentoring in the development of creative individuals. The propositions cover the following parameters: (1) the human capacity to form strong attachments; (2) the unique higher-order psychological functions originating in social interaction in the context of goal-directed daily activities; (3) the activity settings of everyday life that create interaction opportunities for children/novices/proteges; (4) the type of developmentally sensitive interactions in which assistance is provided that permits learners/proteges to perform at higher

020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Journal Articles (080)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; Higher Education; *Interaction; *Power Structure; Speech Acts; *Teacher Student Relationship
IDENTIFIERS- *Ghana; Politeness

This paper considers the language patterning in two situations, the student-staff meeting and student resolutions, with special reference to how the use of modal items in directives can serve as a guide to the balance of power in student-staff interactions. (Contains 10 references.) (Author)

ED 353 844 FL 020 981

Rodger, Liam
Tense, Aspect and the Busconductor Hines--The Literary Function of Non-Standard Language in the Fiction of James Kelman.
PUB DATE- 92
NOTE- 10p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *English; *Fiction; Foreign Countries; *Literary Styles; *Nonstandard Dialects; *Tenses (Grammar)
IDENTIFIERS- *Kelman (James)

The fiction of James Kelman is clearly not written in standard literary English. This paper examines some of the different ways in which the language of his novels and stories diverges from standard English, and discusses the extent to which these divergences contribute to his stated literary aims. It will be argued that Kelman in his fiction, is developing a literary language that is neither "standard" nor "dialect," but trades on both in pursuit of specific literary ends. (Contains 13 references.) (Author)

ED 353 845 FL 020 982

S'hiri, Sonia
A Pragmatics of Verbal Irony in Literary Discourse: An Example from Drama.
PUB DATE- 92
NOTE- 13p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Discourse Analysis; *Drama; Foreign Countries; *Irony; *Oral Language; *Pragmatics; Psycholinguistics; Sociolinguistics
IDENTIFIERS- *Julius Caesar

This paper starts from the premise that Sperber and Wilson's account of verbal irony is adequate and generalizable. It can be successfully extended to account for verbal irony in literary discourse by paying particular attention to the questions of attribution, recontextualization and attitude communication. The paper further argues that pragmatics of verbal irony should, however, combine this account with a consideration of the functions or effects for which this phenomenon is used in discourse. It is suggested here that this incorporated into family literacy programs, in which parents learn to read in order to transmit literacy patterns to their children. This trend is now spreading to the newly developing ESL family literacy programs and general adult ESL programs. The benefits of children's literature, book selection, classroom presentation, and extension activities are discussed. (VWL)

ED 353 865 HE 026 040

Lawrence, Francis L.
The Joint Future of New Jersey and Rutgers, the State University of New Jersey.
PUB DATE- Jan 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Budgeting; Educational Finance; *Educational Planning; Educational Quality; Enrollment; *Financial Exigency; *Financial Policy; Financial Problems; Futures (of Society); Higher Education; Industry; Long Range Planning; Minority Groups; Needs Assessment; Postsecondary Education; Retrenchment; School Business Relationship; *State Aid; State Universities; Women Faculty
IDENTIFIERS- *New Jersey; *Rutgers the State University Newark NJ

This report by the president of Rutgers University (New Jersey) reviews past progress of New Jersey's commitment to economic and social progress through collaborative efforts with its State University, examines the impact of past and proposed budget reductions for fiscal year 1992, and discusses Rutgers' and New Jersey's future prospects into the 90's. Included among Rutgers' past accomplishments are: (1) its enrollment of over 47,000 students and its high percentage of minority enrollment; (2) its close ties with New Jersey industry; and (3) its employment of a high percentage of women and minority faculty. The report stresses, however, that future budget cuts may cause reductions in many academic areas including faculty. The report also notes that a fourth year of substantial budget cuts will have serious consequences on Rutgers' ability to maintain a high enrollment level as well as maintain the quality of its academic programs. It is argued that if New Jersey wishes to meet the challenges of the future with confidence, Rutgers must be a part of an active partnership with the state, and that adequate investment in Rutgers should be maintained. Appendices include a list of Rutgers' centers and institutes for research and science and academic support programs. (GLR)

ED 353 866 HE 026 073

Promoting Women's Participation in Higher Education: The Status of Women in OSSHE. A Report to the Oregon State Board of Higher Education.
PUB DATE- 24 Jan 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Educational Environment; *Employment Patterns; *Enrollment; *Females; *Higher Education; Majors (Students); Organizational Climate; *Participation; Program Effectiveness; Sex Differences; Women Administrators; Women Faculty; Womens Education

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Cooperation; *Educational Change; General Education; *Graduate Students; Higher Education; Humanities; *Professional Development; Seminars; *Student Participation; *Teacher Education; Teacher Responsibility; *Teacher Student Relationship; Teaching Assistants; Teaching Experience; Teaching Models

This monograph presents results and recommendations from a project designed as a collaborative effort to prepare graduate students in the humanities for careers as scholar-teachers within institutions committed to liberal education. The project's two principle activities are discussed under the following headings: (1) Encountering Campus Cultures: Discovering the Responsibilities of College Teachers; and (2) Seminars: Reflecting on the Responsibilities of College Teachers. The first of these activities involved the Teaching Fellows in campus visits during which they attended department and faculty meetings, observed and sometimes taught classes, and met with individual faculty members who assumed mentoring roles and with whom every aspect of the campus, cultural, career and professional life of the college teacher could be explored. The second activity provides the Teaching Fellows with an opportunity to reflect on what they learned at the colleges and involves two kinds of seminar: (1) the core seminar, which brings the experience of contact/encounter into the structure of graduate training; and (2) the disciplinary seminar, which focuses on the connection between scholarly work and teaching, helps prepare the graduate students within their disciplines, and serves as a means of reimagining and restructuring the graduate programs themselves. Findings show that doctoral students, if given the chance, are eager to engage in the work of academic leadership, even at the beginning of their careers and that a major factor in enhancing their willingness to assume an active role is their encounters with college faculty members. Several recommendations are offered and discussed for future consideration. These are: (1) that coalitions should be built to promote reform; (2) that graduate training must include preparation for the full range of professional responsibilities, especially teaching; (3) that support and incentives should be built for participation of graduate educators in these reform efforts; and (4) that alternative, especially collaborative, models should be developed for improving graduate preparation. (GLR)

ED 353 885 HE 026 140

Tack, Martha W.; Patitu, Carol L.
Faculty Job Satisfaction: Women and Minorities in Peril. ASHE-ERIC Higher Education Report No. 4, 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Incentives; *Job Satisfaction; Labor Turnover; *Minority Group Teachers; Professional

IDENTIFIERS- National Assn of State Univ and Land Grant Coll

This publication presents the results of an annual administrative salary survey from a representative group of public, doctoral-granting institutions. The survey determined 12-month salaries of full-time administrators from 131 institutions. The salaries were distributed in rank order to facilitate comparisons of each participant's relative standing with other universities. The results are presented in three long tables. The first section of the report (Table I) provides a ranking of salaries paid among all participating universities. Two average salaries are printed after each position's rank order of salaries. An average salary for institutions belonging to the National Association of State Universities and Land-Grant Colleges (NASULGC) is calculated, and the average salary for all the institutions represented is also included. The second section of the report (Table II) is a series of tables showing the salaries paid among the participants arranged into the nine regions defined by the Equal Employment Opportunity Commission. The third section of the study (Table III) is a table of salaries paid to university system officers. For the purposes of this report, a university system is defined as one which has a separate administrative structure for a system of multiple general academic institutions, at least one of which has offerings at the doctorate-granting level. Thirty such institutions from 25 states participated in this portion of the survey. (JB)

ED 353 904 HE 026 162

Rockoff, Sheila G.
Development of the Contents of a College Health Services Policy and Procedure Manual.
PUB DATE- Jan 92
NOTE- 46p.; Ed.D. Practicum, Nova University. For a related report, see HE 026 163.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Administrative Policy; Community Colleges; *Guides; Higher Education; Material Development; *Participation; *Policy Formation; Public Colleges; *School Health Services; School Policy; Staff Development; Staff Role
IDENTIFIERS- *Rancho Santiago Community College District CA; *Tables of Contents

This study sought to clarify the appropriate content of a policy and procedures manual for college health services at Rancho Santiago College (RSC) and to involve the health services staff in developing such a manual. RSC is a large urban Southern California comprehensive community college. The study proceeded with a literature review, a modified Delphi technique for data collection, and a panel of judges for formative and summative evaluation during product development. The panel members were selected from the RSC health services staff in order to promote staff participation. The objectives of the study were met in the following ways: (1) panel members were able to identify what policies and procedures were needed by health services staff members to establish standards and uniformity in performance of role expectations and responsibilities; (2) the design of the study provided staff participation which resulted in a sense of ownership in the product; (3) the study increased staff awareness of the need for a departmental policy and procedures manual; (4) the study facilitated staff interest and motivation in the formation of the manual; and (5) the final table of contents developed included the identified policies

College (Vermont), the purpose of which is to build a bridge between the two school cultures and increase racial understanding and educational opportunity. It is noted that although the program is less than 2 years old, it is working, and argues that such programs are needed in U.S. society where racial frustration and flare-ups on campus are mounting. The report first discusses the educational gap that exists between African Americans and Hispanics in the United States compared to Whites and the growing trend in racism on college campuses. This is followed by a descriptions of DeWitt Clinton High School and Middlebury College that reveal stark contrasts between the two campuses. A background section provides information on the creation of a cooperative program between the schools, followed by a section on the initiatives undertaken such as faculty exchanges, a junior class bus trip, internships, and various programs designed to encourage educational opportunity. The final three sections: (1) outline the various benefits of the collaboration found thus far, (2) examine what collaborations of this type and others need in order to survive and grow, and (3) provide answers to common questions concerning these types of partnerships. (GLR)

ED 353 923   HE 026 184

Sondgeroth, Mary S.; Stough, Laura M.
Factors Influencing the Persistence of Ethnic Minority Students Enrolled in a College Engineering Program.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Black Students; *College Students; Educational Environment; Engineering Education; Higher Education; Learning Motivation; Learning Strategies; *Mexican Americans; School Holding Power; Self Motivation; Sex Differences; *Student Attitudes; *Student Motivation; Study Skills; Teacher Effectiveness; Undergraduate Study
IDENTIFIERS- African Americans; Hispanic American Students

This study explored how motivational and achievement factors interact and affect persistence in minority undergraduate engineering students. Study participants were 38 entering Mexican and African American college students in an engineering program at a large, southwestern university in the Fall of 1990. Each student was assigned to a peer counseling group designed to solicit information on how students negotiated their way through the engineering program. In the course of the study, which lasted three semesters, students completed questionnaires and were interviewed by telephone. Analysis of the students' perceptions of their experiences showed that successful students more frequently described specific learning strategies they used and offered more details about what they would do and why. In addition, low achievers referred to poor teaching in response to factors which hindered their achievement though close to half of the successful students also mentioned poor teaching. As a group the students generally sounded alienated, discouraged and/or overwhelmed by the program's difficulty, how hard they had to work to keep up, and how difficult it was to obtain good grades. Comments that characterized the system as hostile were as frequent among the successful students as among unsuccessful students. Appendixes

Statistical Summary of Missouri Higher Education: 1991-92.
PUB DATE- Jul 92
NOTE- 275p.; Not available in paper copy due to small print of many tables.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Bachelors Degrees; College Faculty; College Freshmen; College Libraries; College Preparation; Doctoral Degrees; Educational Finance; Enrollment; *Higher Education; Intellectual Disciplines; Masters Degrees; Minority Groups; Out of State Students; School Statistics; Sex Differences; *Statistical Data; Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Teacher Student Ratio
IDENTIFIERS- American College Testing Program; *Missouri

This publication presents statistics on higher education in Missouri for 1991-92, and information on the achievement of Missouri students in 1991. The achievement information includes college grade point averages and test scores of fall 1990 freshmen. A section on student preparation offers data on American College Testing (ACT) scores of students graduating from high school in spring 1991. A second preparation section contains data on enrolled freshmen, fall 1991, including ACT scores and high school rankings. A section on access to education covers information on fees and tuition and student financial aid. Data on participation covers enrollment, enrollment by age, enrollment by gender and ethnicity, and enrollment by geographic origin. A resource section details information on faculty and staff, faculty and staff ratio to full time equivalent students, finances, and libraries. A final section treats completions including degrees conferred by level, by discipline areas, and by gender and ethnicity. Appendixes contain a directory of Missouri Institutions, presidents, and campus survey coordinators; a map showing college and university locations; and an explanation of degree categories. (JB)

ED 353 943   HE 026 204

Mind over Matter: Moving beyond the Myths of Recruiting and Retaining Minority Faculty and Staff. Proceedings (Keystone, Colorado, May 21, 1990).
PUB DATE- 21 May 90
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Faculty; Faculty College Relationship; Faculty Integration; *Faculty Recruitment; Higher Education; *Minority Group Teachers; Policy Formation; Program Descriptions; *Teacher Persistence
IDENTIFIERS- *Colorado; Stanford University CA; University of Texas El Paso; University of Wisconsin System

This publication summarizes the proceedings of a conference of college and university policymakers convened to develop strategies to increase the recruitment and retention of minority faculty in Colorado institutions of higher education. Following an executive summary the first section presents information on the status of minorities in Colorado higher education as well as information from recent studies and position papers on the issue. The second section summarizes the remarks made at the conference by four key state officials:

LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Developed Nations; Developing Nations; *Distance Education; Educational Trends; Enrollment; External Degree Programs; Financial Support; Foreign Countries; Higher Education; Open Universities; Postsecondary Education; Program Descriptions; *School Surveys; Student Characteristics
IDENTIFIERS- *Asia; *Pacific Region

This report is intended to serve as a general reference for people either new to the field or involved in planning and decision-making in the field of distance education, specifically in Asia and the Pacific region. Volume I contains data from eight countries: Australia, Bangladesh, the People's Republic of China, Hong Kong, India, Indonesia, Iran, and Japan. Information is presented for each country in a case study overview format followed by a compilation of the findings of surveys sent to distance education institutions throughout the region. The surveys contain data on: year of establishment of distance education program; name, address, telephone, telex, and fax number of the head of the program; the nature of the institution; educational levels and titles of distance education programs; objectives; sources of financial support; development and enrollment trends and information; number of courses and staff; media production; student profiles; future development; and specifics on each distance program offered. (ALF)

ED 353 962 IR 015 923

Wong, Suk-Ying; And Others
Asia and the Pacific: A Survey of Distance Education 1992. Vol. II: Republic of Korea-Vietnam. New Papers on Higher Education: Studies and Research, No. 7.
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Higher Education and Research.
PUB DATE- 92
NOTE- 400p.; For Volume I, see IR 015 922.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Developed Nations; Developing Nations; *Distance Education; Educational Trends; Enrollment; *External Degree Programs; Financial Support; Foreign Countries; Higher Education; Open Universities; Postsecondary Education; Program Descriptions; *School Surveys; Student Characteristics
IDENTIFIERS- *Asia; *Pacific Region

This report is intended to serve as a general reference for people either new to the field or involved in planning and decision-making in the field of distance education, specifically in Asia and the Pacific region. Volume II contains data from 15 countries: the Republic of Korea, Laos, Malaysia, Maldives, Myanmar, Nepal, New Zealand, Pakistan, Papua New Guinea, Singapore, South Pacific, Sri Lanka, Thailand, Turkey, and Vietnam. Information is presented for each country in a case study overview format followed by a compilation of the findings of surveys sent to distance education institutions throughout the region. The surveys contain data on: year of establishment of distance education program; name, address, telephone, telex, and fax of the head of the program; nature of list of member schools; (5) a description of the development of the system's union catalog; (6) a description of the system's union list of serials and other materials; (7) a description of the plan for interlibrary loans among system members; (8) procedures for cooperative collection development; (9) procedures and systems for professional development and continuing education; (10) procedures and systems for communication among member libraries; (11) a description of special client needs and programs designed to meet those needs; (12) plans for cooperating with other library systems; (12) a description of evaluation and reporting procedures; and (13) the goals, objectives, and expected accomplishments for 1992-1994. Job descriptions, System Council guidelines and membership, Liaison Council membership, and a lengthy form for member planning and reporting are appended. Also included is a separate document that covers the background and regulations of New York State's School Library Systems. (KRN)

ED 353 983 IR 054 358

Minor, Dorothy, Comp.
The African-American Experience in the United States.
PUB DATE- 30 Sep 91
NOTE- 142p.; For related documents, see IR 054 359-360.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adults; Annotated Bibliographies; *Audiotape Recordings; *Black Literature; Blindness; *Braille; *Fiction; Large Type Materials; *Nonfiction; Public Libraries; Secondary Education; Special Libraries
IDENTIFIERS- *African Americans

This annotated bibliography describes braille and recorded books presenting African-American personalities and concerns in fiction and nonfiction. Approximately 480 items are indexed. The bibliography is divided between recorded and braille titles and by fiction and nonfiction. There are separate sections for juvenile titles reflecting these divisions. Books for junior and senior high readers were placed in the juvenile sections; books for high school and adult readers were placed in the adult sections. Some of the books are part of the Cassette Book Florida Collection, which are recorded by volunteers. A title index is provided. (KRN)

ED 353 984 IR 054 359

Sumner, Mary Ann, Comp.
Into Books...and Out of This World! A Bibliography for Young Library Services for the Blind and Physically Handicapped.
PUB DATE- 15 May 92
NOTE- 75p.; For related documents, see IR 054 358-360.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Audiodisks; *Audiotape Recordings; *Braille; *Childrens Literature; Elementary Education; Fantasy; Large Type Materials; Preschool Education; Public Libraries; Reading Programs; Recreational Reading; Science Fiction; Special Libraries; *Summer Programs

This annotated bibliography contains books for blind or physically handicapped youngsters from preschool through junior high. The books are available in braille, on audiocassette, or

Cataloging; *Online Catalogs; *Union Catalogs
IDENTIFIERS- MARC; *MELVYL; OCLC; *University of California

Three reports describe the standards and format to be used when contributing bibliographic records to MELVYL, the University of California (UC) online library catalog. The first report, which was revised and approved in May 1990, defines record format standards, record maintenance information standards, bibliographic fields, local data fields, relationship of bibliographic and holdings records, transaction tapes, tape frequency, backup or input by submitting library, changing to a new system for MELVYL input, tape characteristic standards, and character set standards. The second report, which was approved in revised form in July 1988, defines the minimum data elements required for inclusion of a cataloging record in the UC union catalog. The third report, prepared by Karen Coyle and revised in June 1991, focuses on the MELVYL catalog local data format, including a description of record structure, diagrams of catalog records, a detailed list of data fields, and local data fields. Examples that illustrate the normalization of variable data formats are included. (KRN)

ED 354 003 IR 054 379

Engle, Mary; Lynch, Clifford
Directory of Electronic Information Resources: A Feasibility Study. Technical Report No. 4.
PUB DATE- 20 Jun 90
NOTE- 27p.; For related reports, see IR 054 378-381.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Access to Information; Bibliographic Utilities; Change Strategies; Computer Software; *Databases; Feasibility Studies; Higher Education; Library Automation; *Library Networks; *Machine Readable Cataloging; *Online Catalogs
IDENTIFIERS- Electronic Text; MARC; MELVYL; *University of California

This paper provides an overview of a University of California (UC) study of the issues involved in creating an online directory of electronic information resources available to the university community. For the purposes of the study, electronic information resources include bibliographic and other databases available at or through UC libraries and campus computer centers, and databases and data files maintained in departments. Such a directory would bring together information about computer files that has not been available from one source. It was found that the project would be feasible if the directory could be implemented in three phases: (1) design of the record structure, user interface, and means of access; (2) implementation and evaluation of a prototype; and (3) refining the user interface, indexing additional fields, and adding newly created records. Six development issues (some of them complex) that would need to be resolved before implementation were identified: the forms of electronic information to be included; the scope of the database, including external databases; availability of satisfactory descriptive information about items to be included; and a machine readable catalog record for each item. It is noted that, in addition to existing UC library records and other on-campus sources of electronic resources, there are nine bibliographic utilities and commercial vendors which produce "databases of databases" that could be included in the UC directory; other resources are available to provide descriptive detail for items in the

Barnes, Cynthia A.
Developing Teachers: "When the Student Is Ready..." The Developmental "Waves" of Teachers as Learners.
PUB DATE- Jun 92
NOTE- 24p.; Paper presented at the International Faculty Development Conference (Vail, CO, June 28-30, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; Developmental Psychology; *Developmental Stages; *Teacher Behavior; *Teacher Education; *Teacher Effectiveness; Teacher Expectations of Students; *Teacher Improvement; Teacher Motivation; Teacher Role; Teacher Student Relationship; Teaching (Occupation); Teaching Styles; Two Year Colleges

The extensive body of research and knowledge on adult learners, has rarely been applied to teachers, themselves. Teachers, like adult learners everywhere, bring an assortment of experiences, needs, wishes, and fears to the learning process. Drawing on Kolb's learning styles and Blanchard's situational leadership model, the growth of instructors from novice to master teachers can be mapped. Progression through four developmental stages, or waves, results in an overall shift from teacher-centered to learner-centered instruction. In Wave One, the Discovery Stage, teachers are almost totally self-focused and directed. Novice teachers are often enthusiastic about accomplishing a new job or task, though they may lack some of the competencies needed to perform effectively. In this stage, teachers are especially concerned with "covering the material." In Wave Two, the Invention Stage, the self continues to be the primary focus, as teachers specialize in a particular area, and gain mastery of a specific learning and teaching style. However, at this stage, instructors also become aware of and ask questions about their "audience." In Wave Three, the Integration Stage, the self begins to be experienced more as a process and less as content, as instructors experiment with relationships among the teacher, the teaching process, and the learners. Dissatisfaction with what students are learning becomes a catalyst for inquiry, and teachers adopt new methods of instruction as they equate learning with doing. In Wave Four, the Reflection Stage, teachers perceive themselves as co-learners in and facilitators of a transformative process, marked by the actualization of learners' potential. A chart of the four stages and a short bibliography are included. (MAB)

ED 354 021 JC 920 589

Ziegler, John; Taylor, Don
Improving Math Literacy for the Facilities Maintenance Industry: A Multimedia Approach.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; Basic Skills; Community Colleges; Inplant Programs; *Inservice Education; Labor Education; Mathematics Education; *Mathematics Instruction; Mathematics Materials; *Mathematics Skills; Postsecondary Education; Program Descriptions; *Remedial Mathematics; *School Business Relationship; Technical Institutes; Two Year Colleges; *Videodisks

and career goals, while additional surveys administered at 6 month intervals tracked changes in these data. The final report presents information on student characteristics, educational status, career status and satisfaction and is based on a response rate of 60% of the original sample. Results of the study include the following: (1) from 1987 to 1992 the percentage of respondents dependent on parents or spouses decreased from 60% to 22%, while 24% married during the same period; (2) 42% of the study sample were enrolled in institutions of higher education, while 23% had earned a bachelor's degree; (3) faculty and other students were identified as helpful to the respondents while counselors and administrators were not rated as highly; (4) 74% of respondents were employed at least part-time, with 32% earning less than $7,500 per year; (5) 42% of those currently employed were employed in their long-term career or occupational goal; (6) 62% claimed that their education had prepared them for employment, and 65% indicated they were happy with their employment status; and (7) 65% expressed satisfaction with their educational, career and personal experiences over the past 5 years, 24% were neither satisfied nor dissatisfied, and 11% indicated dissatisfaction. Extensive data tables are included. (MAB)

ED 354 038 JC 930 078

Andero, Abraham
The Academic Performance of Mississippi Community/Junior College Transfer Students at the University of Southern Mississippi.
PUB DATE- Nov 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Degrees (Academic); Followup Studies; Higher Education; Longitudinal Studies; Nontraditional Students; *Outcomes of Education; Student Behavior; Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students; Undergraduate Students
IDENTIFIERS- Mississippi; University of Southern Mississippi

In order to evaluate the effectiveness of community college transfer programs in Mississippi a study was performed of the state's community/junior college students who transferred to the University of Southern Mississippi and earned a bachelor's degree between 1984 and 1987. Graduates' academic transcripts were reviewed to gather data on sex, associate degree college, baccalaureate program major, degree completion time, ages at entry and graduation, associate and baccalaureate grade point averages, and credit hours earned. In addition, a four-page questionnaire was administered to graduates, requesting information on their baccalaureate program, further education, first job after employment, and general information. Results from both method include the following: (1) more than one half of the students across all degree programs indicated participation in educational programs; (2) the impact which the baccalaureate degree had on respondents earning potential varied for degree programs from a 63.49% increase for education/psychology to a 40.28% for business; (3) it appeared that many graduates were satisfied with their positions, with 90.14% of business and 67% of educational/ psychology graduates of the total credit enrollment, in order to gain an estimate of changes, class sizes and unserved populations. Results of the survey include the following: (1) despite budget cuts, fall 1991 enrollment increased by an estimated 1.5% over fall 1990 (an estimated total of 22,000 students), apparently as a result of accommodating students diverted from the state's four-year institutions; (2) it appears that underrepresented new students and students seeking job retraining were often unable to enroll, either being "turned away" or withdrawing because they could not get classes; (3) the CCC's could not accommodate 120,000 potential students, two-fifths of whom withdrew between the first and fourth weeks of the fall term; (4) an estimated 5,000 college course sections were eliminated, generally by consolidating low-enrollment sections of multi-section courses; (5) continuing students and, sometimes, students in special programs received priority for course enrollments; (6) average class section size increased by 5% over 1990, to 31 students per class, the highest level in at least 10 years; (7) most colleges increased full-time faculty and cut part-time faculty and support staff positions; and (8) two-thirds of the colleges reported that they have not settled their collective bargaining agreements for management, certified, and classified staff. Detailed data tables, a copy of the survey instrument, and a summary of enrollment and budget trends in seven other states, are included. (PAA)

ED 354 055　　　　JC 930 096

California Community Colleges State and Federal Legislative Programs, 1993.
PUB DATE- 14 Jan 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Advocacy; *Board of Education Role; Community Colleges; *Educational Legislation; Federal Legislation; *Governing Boards; Lobbying; Needs Assessment; Policy Formation; Position Papers; State Legislation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

A major component of the legislative function of the Board of Governors (BOG) of the California Community Colleges (CCC), as mandated in Assembly Bill 1725, is the adoption of an annual state and federal legislative program. This program formalizes the legislative thrust of the BOG and is intended to set forth systematic legislative and budgetary priorities developed as a result of consultation with districts, statewide organizations, and other interested parties. In developing the 1993 legislative program, the officers of the BOG met with officers of the CCC Trustees association to discuss legislative priorities and then carried out an extensive consultation and review process. The resulting 1993 legislative program includes state and federal initiatives. State-level initiatives, grouped by functional areas of college mission, access, governance, fiscal policy, and educational quality, include the following: (1) designate the community colleges as the state's primary delivery system for work force training and retraining; (2) rescind the differential fee for students holding baccalaureate or higher degrees; (3) reduce the total number of state mandates the system is required to address; and (4) exempt community colleges from payment of state and local taxes. The federal initiatives contained in the legislative program promotion, and teachers' overconscientiousness. A list of 56 references is provided. (SM)

ED 354 073 PS 021 071

Bergan, John R.
Path-Referenced Assessment in the Service of Teaching and Learning: The Role of Assessment in Home, Preschool, and School Initiatives To Promote an Effective Transition to Elementary School.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Classroom Observation Techniques; *Developmental Programs; Developmental Stages; Early Childhood Education; Interpersonal Competence; Kindergarten Children; *Measurement Techniques; Preschool Children; *School Readiness; Student Development; *Student Evaluation; Thinking Skills
IDENTIFIERS- Developmentally Appropriate Programs; *Measurement and Planning System Scales; *Path Referenced Tests; Project Head Start; Scales

The transition to elementary school spans several years in a child's life. For children to progress during this critical period, they must have learning opportunities that are appropriate to their changing developmental levels. Unfortunately, measurement technology that currently dominates assessment practice does not lend itself well to the task of promoting development. Assessment instruments designed to serve teaching and learning initiatives must meet three criteria: they must assess children's abilities, they must be capable of reflecting development during the long transition period, and they must provide information that can be used to plan developmentally appropriate learning opportunities. Norm-referenced and criterion-referenced achievement tests do not meet these criteria. However, the path-referenced approach provides developmental information by referencing a child's performance to a position on a path of development. The Measurement and Planning System, a measurement based on the path-referenced approach, emphasizes social competence, higher order thinking skills, and includes empirically validated developmental progressions that reflect a movement from simple to more complex forms of knowledge. In the 1987-1988 program year, the Ford Foundation allocated funding for a series of studies to examine the role of the Measurement and Planning System in facilitating the transition of Head Start children to the elementary school. The studies found that the Measurement and Planning System in kindergarten had a positive effect on ability during kindergarten. (Contains 23 references.) (MM)

ED 354 074 PS 021 072

Hwa, Yee-Chun Linda
The Effects of Community and Family Life on a Third Grader's Behavior at School.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Skills; Parent Participation; Play; *Preschool Children; Preschool Education; *Program Effectiveness; *Program Evaluation; Program Improvement; Psychomotor Skills; *School Readiness
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Saginaw City School System MI

By December of the 1992-93 school year, 433 children were being served by the Chapter 1 Prekindergarten Program of the Saginaw, Michigan school district. A process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The process evaluation consisted of a half-day classroom observation in 14 classrooms. An activity checklist and observation instrument were used to determine whether cognitive, psychomotor, parent participation, and education activities were being carried out and to explore classroom practices and teacher behaviors for encouraging pupils' language behavior. Observations revealed that: (1) activities to meet the program's daily objectives took place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were posted on objects throughout the classrooms to assist in word recognition; and (4) teachers used language production and enhancement techniques. Overall, the program was operating as planned. Suggestions for improving some areas of the program are offered. Appendixes include a list of program participants, copies of the activity checklist and observation instrument, and a table listing teachers' use of language production and enhancement techniques. (MM)

ED 354 094 PS 021 149

Washington's Future. 1989-1990 Annual Report of Washington State's Early Childhood Education and Assistance Program.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Disadvantaged Youth; *Family Programs; Health Programs; Intervention; Parent Education; *Poverty Programs; Preschool Children; Preschool Education; Program Effectiveness; *Social Problems; *State Programs
IDENTIFIERS- *Early Childhood Education and Assistance Prog WA; *Integrated Services

As part of an effort to correct major social problems, the Early Childhood Education and Assistance Program (ECEAP) was created in the State of Washington. The ECEAP offers comprehensive, quality preschool programs for children of families who have an income at or below the federal poverty level. An introductory section of the report provides background information on the ECEAP and describes the ECEAP's accomplishments that relate to education, health, social services, and parent involvement. A section on issues examines the demographics of the population served by the ECEAP and discusses the program's effect on children's transition to kindergarten and public school, the problem of dropping out of school, crime, and teenage pregnancy. A section on administration describes the agencies and agency collaborations that are involved in the delivery of the program. Additional sections discuss the future of the ECEAP, highlight the governor's support for the program, and offer concluding remarks. (PM)

ED 354 095 PS 021 150

Technical details are offered for making judgments about how to minimize impact and the rationale behind recommended practices. (LP)

ED 354 113 RC 018 945

Boats 'n Kids, Part I. Instructor Guide and Children's Workbook. Boating Safety Program for Children and Youth.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; *Aquatic Sports; Children; Drinking; Elementary Education; Lesson Plans; Safety; *Safety Education; *Swimming; Workbooks
IDENTIFIERS- Boating; *Boating Safety; Coast Guard

This packet contains a children's workbook on boating safety and a guide for Coast Guard Auxiliary members making brief safety presentations to elementary school students, aged 5-10. Section I of the guide covers school arrangements (district approval requirements and relationships with teachers and administrators), recordkeeping, equipment to bring to the classroom, and classroom techniques. Section II is a lesson plan for use with the children's workbook. Since the presentation takes only 30-45 minutes, it concentrates on five basic messages of boating safety: (1) always wearing a properly fitted life jacket; (2) understanding how to safely load and balance a small boat; (3) always having a lookout to prevent collisions; (4) knowing how alcohol affects judgment, the senses, and balance; and (5) leaving a trip plan with friends, and staying with the boat in an accident. The children's workbook is included as Section III. The guide also contains a glossary and a material evaluation sheet. (SV)

ED 354 114 RC 018 946

Water 'n Kids. Instructor Guide and Coloring Book. Boating Safety Programs for Children and Youth.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; *Aquatic Sports; Children; Lesson Plans; Preschool Education; Primary Education; Safety; *Safety Education; *Swimming
IDENTIFIERS- *Boating Safety; Coast Guard; *Water Safety

This packet contains a coloring book on water safety and a guide for Coast Guard Auxiliary members making brief presentations to preschool and elementary school students through Grade 4. The guide discusses school or site contact and approval, equipment and teaching aids to bring to the classroom, and suggestions to the beginning instructor on group size, discussion, storytelling, and vocabulary. Outlines are provided for presentations based on the coloring book or a set of 19 slides. Since the presentation takes only 30-45 minutes, instructors should concentrate on four areas: (1) learn to swim, swim in a

ED 354 133 RC 018 972

Van Alfen, Curtis
Policy as a Stimulant to Curricular Growth in Rural Education.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; Boards of Education; *Curriculum Development; Educational Improvement; Elementary Secondary Education; Participative Decision Making; Professional Development; Rural Education; *Rural Schools; School Based Management; School Community Relationship; *School Districts
IDENTIFIERS- *Empowerment

Rural school boards have a unique opportunity to impact education by involving teachers, administrators, and the community in policy development. To make policy an instrument of empowerment, policymakers should consider the following steps: (1) seeking information from any and all groups that the policy will affect to develop a statement about organizational growth; (2) write statements in the form of super-objectives giving a perspective of the individual's role in the total organizational setting; (3) distributing policies and collecting suggestions for refinement from the school board; and (4) receiving thorough input on all organizational levels culminating in a formal policy statement by the school board. Congruence of expectations and goals is necessary if boards of education wish to empower schools in developing programs and encouraging growth among its faculty. Empowerment is conducive to change because teachers and administrators work together toward common goals. Empowerment promotes positive community attitudes that reduce alienation and increase performance of both students and staff. Based on empowerment and shared decisionmaking, policy development has a greater capacity to fulfill its basic function of improving the learning environment for the learner. The continuing process of policy development and revision involving all constituencies becomes the leadership role of the local board of education. (LP)

ED 354 134 RC 018 973

Van Alfen, Curtis
A Challenge for School Boards' Leadership in Rural America.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board Administrator Relationship; *Board of Education Policy; *Board of Education Role; Educational Cooperation; *Educational Improvement; Elementary Secondary Education; *Leadership; Rural Education; *Rural Schools; *School Districts
IDENTIFIERS- *Empowerment

Local boards of education in rural school districts have a unique opportunity to strengthen education through empowering various constituencies. Research shows that people believe in the potential of the local board, but also believe that school boards often fail to move effectively on critical leadership issues. Leadership as a process of empowerment is characterized

Act. Chapter 7 (p85-94) is entitled "Air Pollution Education" and deals with both hands-on activities and curriculum development. Contact information is provided for each of the stories presented, and a resource section provides information on an additional 53 air pollution organizations. (MCO)

ED 354 153 SE 053 117

Earth Systems Education: Origins and Opportunities. Science Education for Global Understanding. Second Edition.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- Curriculum Design; Educational Strategies; Elementary Secondary Education; Environmental Education; *Global Approach; Integrated Activities; *Science Course Improvement Projects; *Science Curriculum; *Science Education; *Scientific Literacy; Teaching Methods
IDENTIFIERS- Earth; *Earth Systems Education

This publication introduces and provides a framework for Earth Systems Education (ESE), an effort to establish within U.S. schools more effective programs designed to increase the public's understanding of the Earth system. The publication presents seven "understandings" around which curriculum can be organized and materials selected in a section describing the format of ESE. The rationale for the ESE effort, the need for this approach in the nation's schools, some of the efforts underway and some of the problems that can be foreseen in the implementation of an integrated science curriculum based on ESE are discussed. The following projects in ESE are described: (1) Program for Leadership in ESE (PLESE); (2) Global Change Education; (3) Remote Sensing and On-Line Databases; (4) Biological and Earth Systems Science (BES); (5) Global Change and the Great Lakes; and (6) Earth Systems in the Middle School Curriculum. Comprising half of the document is a collection of journal articles relating to ESE: "Teaching from a Global Point of View"; "Earth Appreciation"; "Earth-Systems Science"; "What Every 17-Year-Old Should Know about Planet Earth: The Report of a Conference of Educators and Geoscientists"; "A Place for EE in the Restructured Science Curriculum"; and "Down to Earth Biology." (MCO)

ED 354 154 SE 053 122

Decision: Earth.
PUB DATE- Jun 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Conservation Education; *Consumer Economics; Consumer Protection; Definitions; Environmental Education; Grade 7; Grade 8; Grade 9; Junior High Schools; *Learning Activities; Lesson Plans; Manufacturing; *Marketing; Merchandise Information; *Natural Resources; Recycling; Solid Wastes; Teaching Methods

IDENTIFIERS- *Australia (New South Wales)
The objectives of this paper are: to describe art education in New South Wales, Australia; to explain the Student Centered Art Appreciation (SCAA) Model; and to examine how and why the model works in the classroom. Art education is explored from four perspectives or theoretical frameworks: (1) the New South Wales Visual Arts Syllabus; (2) the SCAA Model; (3) an adaptation of the model for a wider category of purposes; and (4) cognitive theories of educational psychology related to the cognitive processes that can occur with the use of the model. Issues of learner awareness, art language, art history, and the need to employ multiple models also are addressed. There is a need for further research; however, it is suggested that the SCAA is a good model that works in the classroom because of the social context in which learning takes place. (LBG)

ED 354 173 SO 022 457

Johnson, Jennifer, Ed.
Pearl Harbor.
PUB DATE- 92
NOTE- 146p.; Photographs may not reproduce well. Published by Loblolly Inc., students at Gary High School, TX.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- High Schools; High School Students; Interviews; *Local History; *Oral History; Social Studies; *Student Publications; United States History; World History; *World War II
IDENTIFIERS- *Pearl Harbor; *Texas (East); USS Arizona
This issue of "Loblolly Magazine" was written in observance of the 50th anniversary of the U.S. entrance into World War II. The publication features interviews conducted by East Texas high school students with Clarence Otterman, one of the few survivors of the crew of the USS Arizona, which was bombed during the attack on Pearl Harbor, and with a variety of East Texans who were involved in the war, including those who saw active duty and those who remained at home. Numerous black and white photographs illustrate the articles. (DB)

ED 354 174 SO 022 480

Horn, Helen, Ed.; Good, Roger, Ed.
The Other Half Speaks: Reminiscences of Coal Town Women, 1900-1950, Athens County, Ohio.
PUB DATE- 91
NOTE- 6p.; Videotape available from the users guide producers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Coal; Elementary Secondary Education; Labor Force; *Local History; Social Studies; *Videotape Recordings
IDENTIFIERS- Ohio (Athens County)
These materials are intended to accompany a videotape, that

ED 354 195 SO 022 772

Schnell, Jim
Using the Purdue University Public Affairs (C-SPAN) Video Archives in the Classroom To Study President George Bush and the Language of Aggression during the Persian Gulf War.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; Higher Education; *Presidents of the United States; Social Science Research; United States History; Videotape Recordings; *War
IDENTIFIERS- *Bush (George); C SPAN; *Gulf War; Purdue University IN

This paper describes the methodology employed to study videotapes of presentations made by President George Bush during the crisis in the Persian Gulf. Analysis of President Bush's language in relation to the events of the Gulf War was undertaken. Videotapes were used because they allowed for analysis of nonverbal communication as well as verbal statements. A chart was developed that allowed the reviewer to study the President's communication in terms of logo (use of reasoning), ethos (character of speaker), and pathos (stimulation of emotions). The President's communication on the 11 videotaped presentations was analyzed using the chart technique. Eleven filled in charts are included along with a 13-item bibliography. (DB)

ED 354 196 SO 022 779

Citizenship Rights Training Manual.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Citizenship; Citizenship Education; Civil Liberties; *Civil Rights; Client Characteristics (Human Services); *Developmental Disabilities; Exceptional Persons; *Human Services; *Training; Training Methods
IDENTIFIERS- *Oklahoma

The goal of this training manual is to encourage citizenship training for individuals with developmental disabilities when such training is indicated. It is intended to be used by interdisciplinary teams and trainers throughout the service delivery system. The manual begins by outlining a philosophy of service delivery, listing some of the basic rights of developmentally disabled individuals, and presenting guidelines regarding types of training and the roles of individuals, service providers, families and legal representatives in the training process. Much of the manual is devoted to materials that are intended to guide trainers in presenting information over a broad range of citizenship topics. Each topic area addresses the responsibilities that accompany it. Issues within the following topic areas are addressed: safety, speech,

Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Internship Programs; Peer Evaluation; *Peer Relationship; Practicums; Preservice Teacher Education; Role Perception; *Student Teachers; Student Teacher Supervisors; *Teacher Effectiveness
IDENTIFIERS- Canada; *Peer Coaching; Saskatchewan

This monograph describes a peer coaching project in Saskatchewan (Canada) implemented in two consecutive terms of a 16-week extended practicum. The purpose was twofold: (1) to experiment with having intern pairs engage in the supervision cycle in conjunction with the supervision provided by the cooperating teacher; and (2) to monitor the effectiveness of the process in terms of mutual support as well as professional growth and development for the interns. The premise was that the process could: provide a form of peer support for the interns, increase teaching effectiveness, give interns experience in peer coaching, and reduce observation and coaching required of the cooperating teacher. Selection of interns, procedures, roles of respective participants, including cooperating teacher and college supervisor, suggested format and assessment of the project are described. Findings indicate that interns found that the process provided both additional support and feedback, thereby increasing teaching effectiveness; cooperating teachers responded positively to the benefits inherent in the process. However, factors such as workload, scheduling, and number of observations must be adjusted to make the process a more significant experience. (Author/LL)

ED 354 217 SP 034 294

Barnett, Don C.
Procedures in the Withdrawal from the Practicum in Teacher Education. Monograph No. 11.
PUB DATE- Mar 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Change; *Cooperating Teachers; Elementary Secondary Education; *Failure; Foreign Countries; Higher Education; Humanization; Internship Programs; Occupational Aspiration; Positive Reinforcement; Practicums; Program Attitudes; Role Perception; Self Esteem; *Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors; Teacher Education Programs; Teacher Qualifications; Teaching (Occupation); Withdrawal (Education)
IDENTIFIERS- *Withdrawal (Teacher Education)

This monograph deals with situations in which an intern must be withdrawn from teacher education. It is about those who, for whatever reasons, are not suited to be teachers. Withdrawal from internship represents a major adjustment in career orientation and is intertwined with one's confidence and feelings of worth. The manner in which this process is handled is critical in helping to re-adjust personal and professional goals. Six stages in the process of withdrawing interns from the practicum are described (identification, analysis, indecision, recognition, acceptance, and adjustment). The challenge for the college supervisor and/or cooperating teacher is to ensure that the intern is able to move through each of these stages. The role of the program is to help an intern perceive withdrawal from a positive perspective. Two diametrically opposed concerns, the welfare of pupils versus the welfare of the intern are considered. Several arguments to

Convergence or Divergence? Perspectives on Experience and Cognitive Styles of Prospective Teachers.
PUB DATE- Feb 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Freshmen; College Seniors; Education Courses; *Education Majors; Elementary Secondary Education; Females; *Field Dependence Independence; Higher Education; *Individual Differences; *Learning Processes; Learning Strategies; Males; Preservice Teacher Education; *Student Characteristics; *Student Experience
IDENTIFIERS- *Group Embedded Figures Test (Witkin)

Cognitive style is an important variable that can affect the educational process in several ways. This study, a continuation of previous research, considers two learning styles--field dependent (FD) and field independent (FI). FD learners are attuned to social interaction; they favor structure, teacher direction, and feedback; and they benefit from instruction in problem solving. FI learners are task-oriented, set self-regulated goals, seek less guidance in problem solving, and prefer to work individually. The Group Embedded Figures Test (Witkin) was administered to 65 education majors in all sections of a freshman level education course. The test was repeated as the same students completed internships during their senior year. Course grades were also collected in six required education courses. Results suggest that students who are FD during their first education course tend to become more FI by the end of the internship experience; students who are successful academically in one area of interest will generally be successful in other academic areas; students who possess characteristics of both FD and FI learners are more likely to earn better grades. Males tend to be more FI than females, but females out-perform males academically. (Contains 18 references.) (LL)

ED 354 237 SP 034 359

Ganser, Tom
How Mentors Describe and Categorize Their Ideas about Mentor Roles, Benefits of Mentoring, and Obstacles to Mentoring.
PUB DATE- Feb 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Educational Practices; Elementary Secondary Education; *Faculty Development; *Ideology; Inservice Teacher Education; *Mentors; *Program Evaluation; *Role Perception
IDENTIFIERS- *Protege Mentor Relationship

Mentoring programs depend on a complex personal and professional relationship between a novice teacher and a veteran teacher. The study described here was designed to add to the knowledge of mentor roles, benefits of mentoring, and obstacles to mentoring. This report is based on the first of two meetings with a diverse group of mentor teachers (N=24). During the

Educational Research Association (21st, Knoxville, TN, November 11-13, 1992). For a related document, see TM 019 498.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; *Black Students; Correlation; Disadvantaged Youth; Grades (Scholastic); *High Risk Students; Junior High Schools; Junior High School Students; *Locus of Control; *Males; Scores; Standardized Tests
IDENTIFIERS- Nowicki Strickland Locus of Control Scale Children; Stanford Achievement Tests

The relationship between locus of control and academic achievement was studied for 42 adolescent black males identified as at-risk by their teachers. The Nowicki-Strickland Locus of Control scale (NS-LOC) for children was used as a measure of locus of control. School grade average and the Stanford Achievement Test (SFAT) battery composite provided broad measures of overall academic achievement. Specific content areas were assessed with school grades and SFAT scores. These at-risk students scored 0.5 to 0.8 standard deviations below their school peers based on average SFAT scores. Based on the NS-LOC, these subjects were more externally controlled than the normative sample of males at the same grade levels, which is consistent with previous results. Several significant negative relationships were found between locus of control and academic achievement. Results indicate that generalized locus of control can be a partial explaination of black males' school performance. Perhaps school achievement would be enhanced if a more internal locus of control could be induced. One table presents correlations between locus of control and academic achievement. (SLD)

ED 354 256 TM 019 509

Gerald, Debra E.; Hussar, William J.
Projections of Education Statistics to 2003.
PUB DATE- Dec 92
NOTE- 182p.; For the pocket-sized summary of these projections, "Pocket Projections 2003," see TM 019 614. For the 2002 projections, see ED 341 697.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; College Graduates; Degrees (Academic); *Educational Trends; Elementary Secondary Education; *Enrollment Projections; Expenditures; *Futures (of Society); Graphs; Higher Education; High School Graduates; *Predictive Measurement; School Statistics; Student Characteristics; Tables (Data); Teacher Characteristics
IDENTIFIERS- *Educational Information; Projection Research

This edition, 22nd of a series begun in 1964, provides revisions of projections shown in "Projections of Education Statistics to 2002," and includes statistics on elementary schools, secondary schools, and institutions of higher education at the national level. Included are projections for enrollment, graduates, classroom teachers, and expenditures to the year 2003. These projections reflect the 1990 census and assumptions of a higher fertility rate and net immigration, and a lower mortality rate than previously projected. A methodology section describes models and assumptions used to develop the projections, which are based on an age-specific enrollment rate model, exponential unobserved variables corresponding to missing data; and (3) variance components describing data from cluster sampling. An educational achievement dataset of longitudinal observations on secondary mathematics achievement (the National Longitudinal Study of American Youth) is described as a motivating example. It is shown that all three topics can be simply expressed in terms of latent variable modeling that fits into existing and generally available structural modeling software. This approach makes possible a connection between psychometricians and other methodologists interested in latent variable modeling. Interesting extensions of these statistical analyses are discussed. One table presents missing data patterns.

ED 354 274 TM 019 569

Snyder, Patricia; And Others
Congruence in Maternal and Professional Early Intervention Assessments of Young Children with Disabilities.
PUB DATE- 21 Dec 92
NOTE- 114p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Child Development; *Congruence (Psychology); *Disabilities; *Early Intervention; Educational Assessment; Educational Diagnosis; Family Characteristics; Handicap Identification; Literature Reviews; *Mothers; Parent Attitudes; *Professional Personnel; Psychological Evaluation; *Young Children

Maternal and professional perspectives on the developmental, behavioral, and ecological status of children with disabilities and their families were compared, specifically examining the degree of congruence between maternal and professional estimates on various measures designed to assess child and family status. A review of 37 studies helped focus the inquiry. Subjects were recruited from nine early intervention programs in Louisiana, one in North Carolina, and one in Georgia. Seventy-three mothers and 41 interventionists provided status ratings for 73 children and their families. Mothers and professionals completed the same seven measures (with the exception of demographic forms) designed to assess global child characteristics, developmental status, and behavioral status. Results of canonical correlations and discriminant analysis support the proposition that mothers and interventionists can be in close agreement about child developmental and behavioral status provided that data are collected contemporaneously using the same instruments. This finding indicates that mothers can be viable and accurate sources of information about children during the early intervention assessment process. Factors that influence congruence between mothers and professionals are discussed. Twelve tables present study data, and a 95-item list of references is included. (SLD)

ED 354 275 TM 019 573

Trapnell, Paul
Vocational Interests and the Facet Structure of Factor V.
PUB DATE- Aug 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 1992).
LANGUAGE- English

levels than they are capable of alone; (5) face-to-face collaborative interactions; and (6) the importance of speech and other signs and symbols that work to create intersubjectivity among participants transmitting meaning, values, affect, motivation, and culture. Further sections discuss mentoring as enculturation through which cultural inheritance is passed on in mentoring. An accompanying section describes mentoring processes in creative apprenticeships, including the sociocultural processes in creative mentorships noting that in collaborative activities, particularly in the zone of proximal development, higher psychological functions emerge and the protege experiences transformation of his own structuring of thought. Sixty-nine references are included. (JB)

ED 354 293 UD 029 053

Ogbu, John U.; Wilson, John, Jr.
Mentoring Minority Youth: A Framework.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; At Risk Persons; Black Culture; *Black Youth; *Disadvantaged Youth; Economically Disadvantaged; Lower Class; Males; *Mentors; *Minority Group Children; Program Development; Racial Discrimination; Role Models; Social Differences; Urban Youth; *Youth Programs
IDENTIFIERS- *African Americans; California (San Francisco Bay Area); Involuntary Minorities; *Protege Mentor Relationship

This paper examines the mentoring of African American youth, critiques the accepted theoretical basis for most programs, and offers an alternative framework. Following an introduction in section 1, section 2 describes conventional mentoring and contains two case studies of programs in the San Francisco Bay Area (California). A key finding of the case studies is that in many cases, the proteges did not feel a need for mentoring, and so entered the relationship with very different goals from those of the mentors. Section 3 discusses the theoretical assumptions behind planned mentoring that African American youth, especially males, are members of the "underclass" that emerged in the 1970s. This section argues that this is not a phenomenon that emerged so recently but rather a problem faced by African Americans as a minority group. Section 4 presents the paper's thesis that the absence of role models of mainstream success in the inner-city is due to adaptation to involuntary minority status, which produces traditional success models different from those of the mainstream and makes the adoption of mainstream role models problematic. Section 5 focuses on role models and folk-heroes of African American history and culture growing out of the adaptation to involuntary minority status. A total of 110 references is included. (JB)

ED 354 294 UD 029 054

Ianni, Francis A. J.
Social, Cultural, and Behavioral Contexts of Mentoring.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 90
NOTE- 25p.

can be achieved through a treatment of sociolinguistic and psychological issues like politeness, solidarity and power, particularly in relation to the manipulative function of irony. These points are illustrated through the analysis of Mark Antony's speech in "Julius Caesar," where he gradually builds irony up and uses it effectively in order to turn the originally resentful crowds into allies fighting against Brutus. (Contains 22 references.) (Author)

ED 353 846 FL 020 983

Wardrop, Elspeth; Anderson, Kenneth
An Investigation into Learners' Reactions to Learner Training for Self-Access Listening.
PUB DATE- 92
NOTE- 13p.; For serial issue in which this paper appears, see FL 020 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Foreign Countries; *Independent Study; Instructional Materials; Interviews; *Learning Laboratories; Learning Strategies; *Listening Skills; Personal Autonomy; *Second Language Instruction; *Student Attitudes

Learner training (LT) is felt to be important for students to make effective use of self-access facilities, yet there is uncertainty about how it should be done and how it will be received. This study examined students' reactions to two versions of LT for listening, finding little negative reaction to two versions of LT for listening, finding little negative reaction, but many useful comments on content, manner and timing of LT, as well as the kind of listening material they wanted; it also examined students' current use of self-access listening, and what governed their choices. It revealed that classroom-based LT had some good effect but that a more consistent approach was necessary. (Contains 20 references.) (Author)

ED 353 847 FL 020 984

Cangiano, Vincent J.
Bilingual and ESL Approaches to Deaf Education: Perspectives on the Reading Process.
PUB DATE- 29 May 92
NOTE- 61p.; Master's Thesis, Hunter College, City Univesity of New York.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Bilingual Education; *Deafness; Educational History; Educational Strategies; Elementary Secondary Education; *English (Second Language); Language Research; *Reading Instruction; *Reading Processes; Reading Research; Second Language Instruction; *Second Language Learning; *Sign Language

A review of literature addresses two main issues: (1) how the acquisition of English by deaf signing children has been understood as an instance of second language learning; and (2) how deaf children learn to read English, given this understanding. The first chapter chronicles the history of language use in deaf education and reviews research on sign language and current second language instruction theory. This

IDENTIFIERS- *Oregon State System of Higher Education

This report presents a profile of enrollment, employment, and institutional climate factors by gender in the Oregon State System of Higher Education. The report consists of a written analysis and 40 tables of data on which the analysis is based. Following an introduction which describes the history of the committee that produced the report, the first section of the analysis treats student enrollment by gender including academic preparation and performance, academic choice of major, non-traditional and part-time students, and financial support distribution. The following section discusses the tables that relate to full-time instructional employment. A section on selected administrative positions covers distribution of women in the administration at various levels. Treatment of institutional climate looks at recruitment and retention of faculty and administrative staff, observations of the effect of recent budget cuts on enrollment, and gender-related programs and activities encouraging women to participate in higher education. A conclusion presents key points and critical issues for further consideration at campus and systemwide levels. Appendixes contain a list of programs to promote women's participation in higher education, and a list of departments listed by discipline group. (JB)

ED 353 867 HE 026 074

Trends in Student Aid: 1982 to 1992.
PUB DATE- Sep 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Federal Aid; Federal Programs; Grants; Higher Education; Parent Financial Contribution; *Paying for College; State Aid; *Student Costs; *Student Financial Aid; Student Loan Programs; Student Needs; *Trend Analysis
IDENTIFIERS- Guaranteed Student Loan Program; Pell Grant Program

This report provides recent statistics on trends in student aid in the 1980s and 1990s for the federal government, state governments, and educational institutions. The analysis also reports on changes in the costs of attending college and in family incomes in order to provide a context for assessing whether college is becoming more or less affordable. Tables and figures present the following information for the years 1982 to 1992: (1) aid awarded to postsecondary students in current dollars; (2) aid awarded to postsecondary students in constant 1991 dollars; (3) appropriations for generally available federal aid programs; (4) cost of attendance and income; (5) number of recipients and aid per recipient; (6) percentage distribution of aid from the Pell, federal campus based, and guaranteed student loan programs by type of institution; (7) grants, loans and work in current and constant 1991 dollars and as a percentage of total aid; (8) description of Pell Grant awards from 1973 to 1992; and (9) authorized versus maximum Pell Grant awards. In a "Highlights" section it is noted that total available aid is 33 percent higher than a decade ago. Appendixes contain information on aid awarded to post-secondary students in current dollars and constant dollars (1963 to 1982). A final section offers notes on data sources. (JB)

ED 353 868 HE 026 075

Development; School Policy; *Stress Variables; Teacher Attitudes; *Teacher Recruitment; *Teacher Shortage; Teacher Student Relationship; *Women Faculty; Work Environment

Given the impending shortage of prospective college faculty that will exist by the year 2000, the topics of faculty job satisfaction, recruitment, and retention must be given priority attention. Moreover, the faculty of the future must reflect the diversity of the population to be served; consequently, immediate actions must be taken to ensure that faculty positions are made attractive to women and minorities alike. Numerous internal stressors uniquely affecting women and minorities must be recognized and dealt with to enhance job satisfaction and create a better fit between the faculty role and the person involved. It has been shown that women faculty members are less satisfied with their positions than their male counterparts because they are often forced to sacrifice more in terms of their personal lives in order to meet the demands of their jobs, as well as their families. As for minority faculty members, they generally find themselves less likely to be tenured compared to whites, are often concerned about lower salaries, feel isolated and less supported, and often encounter prejudice and racism. Leaders and faculty in higher education must implement a variety of recruiting and retention strategies if a faculty representing a diverse culture is to become a reality. Actions include: (1) recruiting women and minorities into undergraduate and graduate programs in sufficient numbers to fill the pool for faculty positions; (2) attracting women into disciplines where they are currently underrepresented; and (3) using incentives for departments to diversify. Contains an index and over 200 references. (GLR)

ED 353 886 HE 026 141

Kelsey, Clyde E. Jr.; And Others
Are Higher Education's Administrators and Faculty Really Different?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - Serials (022)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; College Administration; College Faculty; Comparative Analysis; Higher Education; *Interpersonal Competence; *Personality; Personality Traits; Research; *Teacher Attitudes; *Teacher Characteristics

This report examines research into characteristics of individuals likely to be considered for placement in administrative positions at colleges and universities. The report describes a grid model of social style which illustrates the various areas where faculty and administrators differ, not only in how they communicate, but also in how they perceive the world around them. The grid classifies the social style of school administrators and faculty into four basic areas ranging from amiable and expressive to analytical and driving. On the basis of research involving this grid, the social style of administrators, deans, and department heads tend to be more assertive, i.e., analytical and driving. Faculty, however, tend to be amiable or expressive: amiable persons being more easygoing, trusting members of an organization; expressive and procedures that the staff felt were needed. The table of contents itself is appended. Includes 35 references. (JB)

ED 353 905 HE 026 163

Rockoff, Sheila G.
Development of the Contents of an Orientation Program for Nurses New to College Health Services.
PUB DATE- Nov 92
NOTE- 88p.; Ed.D. Practicum, Nova University. For a related report, see HE 026 162.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Administrative Policy; Community Colleges; *Guides; Higher Education; Material Development; *Nursing Education; *Participation; *Policy Formation; Public Colleges; *School Health Services; School Policy; *Staff Orientation; Staff Role
IDENTIFIERS- *Rancho Santiago Community College District CA

This paper reports the development of a structured college health services orientation program manual for new staff nurses at Rancho Santiago College (RSC) in California. The orientation manual is intended to communicate detailed performance expectations, role responsibilities, institutional and departmental policies and procedures and to facilitate a smooth transition and adaptation in a short period of time for new staff. RSC is a large urban Southern California comprehensive community college with approximately 43,000 students and 2 Health and Wellness Centers. The study employed a literature review, a survey of other California community college health services, a modified Delphi technique for data collection, and a panel of RSC health services staff judges for evaluation during product development. The literature review indicated the importance of a structured orientation program. The survey of other institutions found that many components of orientation recommended in the literature were already being implemented, while others were not. The participation of the staff panel of judges fostered awareness of the need for such a manual. The orientation manual that was finally developed included a contents listing, a skills inventory, an orientation checklist, and an orientation evaluation form. Appendixes contain the survey questionnaire, the manual contents list, skills inventory, orientation checklist, orientation evaluation, and survey raw data results. Includes 42 references. (JB)

ED 353 906 HE 026 164

Guaranteed Student Loans: GAO High Risk Series.
PUB DATE- Dec 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Colleges; *Federal Programs; Government Role; Higher Education; Loan Default; Loan Repayment; Postsecondary Education; *Program Administration; Program Evaluation; Proprietary Schools; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; Fraud; Guaranty Agencies; Waste in Government Spending

As part of a larger program to identify and analyze federal programs at high risk for waste, fraud, abuse and mismanagement, this publication presents an evaluation of the Federal Family Education Loan Program (FFELP), formerly the Guaranteed Student Loan Program. The analysis argues that the contain study instruments. (Contains 33 references.) (JB)

ED 353 924 HE 026 185

Scheetz, L. Patrick; Klefstad, Scott
Estimated Supply & Demand for Michigan's College and University Graduates of 1992-1993.
PUB DATE- Dec 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; *College Graduates; *Doctoral Degrees; *Employment Opportunities; Higher Education; Intellectual Disciplines; Labor Market; Labor Supply; *Masters Degrees
IDENTIFIERS- *Michigan

This publication offers an estimated analysis of the employment supply and demand for 1992-93 associate, baccalaureate, masters, and doctoral graduates of Michigan colleges and universities. An opening section briefly outlines the methods and definitions used for the analysis, in particular noting that placement directors and academic planning counselors at Michigan colleges and universities evaluated the supply and demand situations for each academic program offered by their respective institutions. This section also briefly analyzes demographic and economic trends affecting the labor market including increases in the minority proportion of the labor force, estimated average salaries, and future trends creating job opportunities. The rest of the document contains four sections, one for each degree level. The lists group areas of specialization and degree granting according to their estimated demand in the job market: limited supply (adequately more positions than graduates), possible shortage (a few more positions than graduates), near-balanced supply (approximately as many positions as graduates), adequate supply (a few more graduates than positions), and surplus (many more graduates than positions). (JB)

ED 353 925 HE 026 186

Gnagey, William J.; Ostrowski, Kimberly
The Effects of Changing the Criteria for STAD Team Awards at Midterm: Two Parallel Experiments.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Students; *Cooperative Learning; *Heterogeneous Grouping; Higher Education; Peer Teaching; *Scores; *Student Evaluation; Teaching Methods; Testing; Test Interpretation
IDENTIFIERS- *Student Teams Achievement Divisions

This study examined the effects of two variations of the Student Teams Achievement Divisions (STAD) on university students. STAD is a system of cooperative learning which features small heterogeneous teams of 4-6 members who tutor each other on the material in the course and prepare each other for weekly quizzes. Students take the quizzes individually but are awarded bonus points on the basis of the team's mean performance. Rather than awarding bonus points to the teams with the highest average quiz scores which worked in favor of teams with more

Governor Roy Romer, State Representative Wilma Webb, State Senator Al Meiklejohn, and State Representative Phil Hernandez. The third section presents a summary of a discussion of the rationalizations that many institutions use for not being more effective at minority recruitment and the steps to be taken to overcome these barriers and perceptions. A fourth section describes effective minority faculty recruitment and retention programs at the University of Wisconsin System, the University of Texas at El Paso, and at Stanford University (California). The fifth section presents the goals and objectives in this area for Colorado institutions of higher education developed at the conference. The conference schedule and a list of participants conclude the document. (JB)

ED 353 944 HE 026 206

Doring, Allan
Chief Executive Officers: Academic Leaders or Business Managers?
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Change; Administrator Education; Administrator Effectiveness; *Administrator Role; *College Administration; Educational Trends; Foreign Countries; *Higher Education; *Leadership; *Leadership Qualities; Management Development; Politics of Education; Public Administration Education
IDENTIFIERS- *Australia; Chief Executive Officers

This paper explores the role and preparation of academics for senior management and executive positions in colleges and universities, particularly in Australia. A background section cites trends in higher education management and recent critiques of that management and the consequent scrutiny of leadership effectiveness. There follows an exploration of four dimensions of higher education leadership: symbolic, political, managerial, and academic. The argument is made that the symbolic and political dimensions are currently being overshadowed by an emphasis on the academic and managerial dimensions. The central section of the paper looks at the relationship between the academic and managerial dimensions of higher education leadership: whether they represent a continuum or a dichotomy, and their relationship in a climate of change where senior leaders lacking managerial skill are under pressure to change. The paper argues that leaders are being increasingly expected to behave as the leader or chief executive officer of large enterprises operating in a changing environment. These trends suggest a need for the professional development of senior management as well as a clarification of what institutional leadership in the context of higher education actually entails. Includes 20 references. (JB)

ED 353 945 HE 026 207

In the National Interest: The Federal Government and Research-Intensive Universities. A Report from the Ad Hoc Working Group on Research-Intensive Universities and the Federal Government.
PUB DATE- Dec 92
NOTE- 65p.; For a related document, see HE 026 208.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

the institution; educational levels and titles of distance education programs; objectives; sources of financial support; development and enrollment trends and information; number of courses and staff; media production; student profiles; future development; and specifics on each distance program offered. A glossary of abbreviations, list of National Coordinators and Contributors, and list of Project Team Members are included. (ALF)

ED 353 963 IR 015 924

Smith, Marian A.; Furst-Bowe, Julie A.
An Assessment of the Computer Skills of Incoming Freshmen at Two University of Wisconsin Campuses.
PUB DATE- 29 Jan 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *College Freshmen; *Computer Literacy; Computer Science Education; Educational Research; Higher Education; School Surveys; *Student Attitudes; Word Processing
IDENTIFIERS- Student Surveys; University of Wisconsin Eau Claire; University of Wisconsin Stout

A study was conducted at the University of Wisconsin (UW)-Eau Claire and UW-Stout in 1992 to assess the computer skills of incoming college freshmen. Information about the students' computer skills was obtained through the use of a questionnaire. The questionnaire was distributed to 92 students at UW-Eau Claire and 86 students at UW-Stout. Information was gathered about the amount and type of students' previous computer experience, the source of the experience, and their attitudes toward using computers. Demographic information, such as age, sex, and major, was also collected. The study found that approximately 90% of the students surveyed possess some computer experience, with over 80% of the respondents reporting more than a year of computer experience. Over 90% of those who had used computers had used word processing software and over 90% of the students reported gaining their computer experience in high school. Overall, students reported positive attitudes toward computers, and students with greater amounts of computer experience typically reported more confidence in their computing abilities. (Contains 20 references.) (Author)

ED 353 964 IR 015 926

Employment-Related Key Competencies for Post-Compulsory Education and Training.
PUB DATE- Mar 92
NOTE- 19p.; Response to the Mayer Committee's Discussion Paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Data Analysis; Data Collection; *Education Work Relationship; Employment Potential; Foreign Countries; *Information Literacy; Job Skills; Postsecondary Education; Thinking Skills; Users (Information)
IDENTIFIERS- Australia; *Information Skills

This response to a review committee reporting on young people's participation in post-compulsory education and training redefines the collection, analysis, and organization of ideas and information as a constituent part of the broader concept of recorded discs. The approximately 200 titles listed have been produced in Florida or obtained from the National Library Service for the Blind and Physically Handicapped. The bibliography, which was prepared in conjunction with the State Library of Florida's Summer Library Program for 1992, is built around a travel theme. The items are further divided by these themes: (1) traveling through time; (2) stretching your imagination; (3) back to the times of kings and queens; (4) exploring other places; (5) out to space; (6) visiting the future; (7) meeting monsters and strange creatures; and (7) into the heart. Annotations include the grade level for which each item is appropriate. The bibliography also contains an author index and a title index. An order form is included. The bibliography is set in large print and is also available on cassette or in braille. (KRN)

ED 353 985 IR 054 360

Sumner, Mary Ann, Comp.
Safari Adventures: A Bibliography for Young Readers Preschool through Junior High.
PUB DATE- 1 May 91
NOTE- 107p.; For related documents, see IR 054 358-359.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Audiodisks; *Audiotape Recordings; *Braille; *Childrens Literature; Elementary Education; Fiction; Large Type Materials; Nonfiction; Preschool Education; Public Libraries; Reading Programs; Recreational Reading; Special Libraries; *Summer Programs; Travel

This annotated bibliography contains books for blind or physically handicapped youngsters from preschool through junior high. The books are available in braille, on audiocassette, or recorded discs. The approximately 400 titles listed were produced in Florida or obtained from the National Library Service for the Blind and Physically Handicapped. The bibliography, which was prepared in conjunction with the State Library of Florida's Summer Library program for 1991, is built around a safari theme. The items are further divided by these themes: (1) African safari; (2) jungle safari; (3) animal safari; (4) dinosaur safari; (5) distant safari; and (6) backyard safari. Each annotation indicates the grade level for which the book or recording is appropriate. The bibliography also contains an author index and a title index. An order form is included. The bibliography is set in large print and is also available on cassette or in braille. (KRN)

ED 353 986 IR 054 362

Easy Readers Recommended for Consideration by Public Libraries.
PUB DATE- Jul 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Beginning Reading; *Childrens Libraries; *Childrens Literature; Fiction; *Grade 1; *Grade 2; Library Material Selection; Primary Education; Public Libraries; Reading Improvement
IDENTIFIERS- *Easy Reading Books; Emergent Literacy

This bibliography lists books appropriate for first and second graders and other children just beginning to exercise some reading skills. Most of the books listed have a controlled directory. It was concluded that the directory should exist as a separate database searchable by the MELVYL user interface. Further discussion about Machine Readable Computer Files (MRCF) and a list of the MARC Bibliographic Format for MRCF are appended. (KRN)

ED 354 004 IR 054 380

The Role of the MELVYL System in University of California Library Automation: The Next Five Years. Technical Report No. 5.
PUB DATE- Oct 91
NOTE- 34p.; For related reports, see IR 054 378-381.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Bibliographic Databases; Computer Networks; *Computer System Design; Futures (of Society); *Gateway Systems; Higher Education; Information Management; Information Systems; *Library Automation; *Long Range Planning; Man Machine Systems; *Online Catalogs; Users (Information)
IDENTIFIERS- Information Infrastructure; *MELVYL; *University of California

This report on options for developing the University of California (UC) MELVYL online library system discusses the system in relationship to the current environment, including national and network information resources, electronic publishing, campus libraries, and changing user expectations; and places the growth of the MELVYL system in the context of overall planning for the development of the university's automated information systems. Objectives underlying continued development of the system are proposed, including growth of the catalog and periodicals databases; loading of abstracting and indexing databases; access to electronic journals, reference sources, a directory of databases, and specialized databases; an integrated view of information resources available to the UC community; data coordination; and creation of a workstation environment. Implications of the objectives for database acquisition, computing and network resources, investment in workstation technologies, staffing, and the MELVYL system as an information utility are summarized; and an overview of the technical evolution of the MELVYL system is provided, including standards, interfaces, and hardware. Five graphs presenting 1990 and 1991 use statistics are included, and a diagram of the system is appended. (KRN)

ED 354 005 IR 054 381

Coyle, Karen
Rules for Merging MELVYL Records. Technical Report No. 6. Revised.
PUB DATE- Jun 92
NOTE- 21p.; For related reports, see IR 054 378-380.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; *Algorithms; Bibliographic Databases; *Bibliographic Records; Books; Guidelines; Higher Education; Library Catalogs; *Machine Readable Cataloging; *Online Catalogs; Periodicals; *Union Catalogs
IDENTIFIERS- Examples; MARC; *MELVYL; University of California

IDENTIFIERS- ServiceMaster; Texas State Technical College Waco; Workplace Literacy

Texas State Technical College in Waco (TSTCW) entered into a partnership with ServiceMaster, one of the largest maintenance companies in the world, to develop a contextual-based videodisc curriculum for facility maintenance workers intended to increase math literacy. TSTCW developed a task analysis, a curriculum, and evaluation measures for the training of facilities maintenance workers in math concepts, from which a workbook and scripting activities for the videodisc were developed. Thirty physical plant employees volunteered for the training, and were divided into three skill levels determined by an assessment test: Level 1, grades zero through four; Level 2, grades five through eight; and Level 3, grades nine and above. After establishing a pretest score, each participant received training from the videodisc, as well as reinforcement exercises from the workbook assignments. The average program completion time was 60 hours, while Level 3 participants completed the training much more quickly than the Level 1 group, . Pretest and posttest scores indicated that most participants' scores increased following program completion, with Levels 1 and 2 showing the most significant changes. The Level 1 group averaged a 27-point increase in number operations and an 18-point increase in problem solving, while the Level 2 group averaged a 28-point increase in number operations and a 5-point increase in problem solving. No significant performance differences were found based on gender or age. A review of the literature, a selected bibliography, extensive demographic information and detailed data tables are included. (MAB)

ED 354 022 JC 920 594

Soltz, Donald F.
JCCC Transfer Students: Their Destinations and Achievements.
PUB DATE- Oct 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Role; *College Transfer Students; Community Colleges; Followup Studies; *Graduate Surveys; Higher Education; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; *Student Attitudes; *Student Behavior; *Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Johnson County Community College KS

In order to determine the number of Johnson County Community College (JCCC) students transferring to four-year institutions, records were obtained from 11 of 14 regional institutions most often accepting JCCC transfers. In addition, all JCCC students who had requested transcripts sent to a four-year institution between 1989 and 1990 were sent a brief survey on their educational status, backgrounds, experiences, and perceptions. A total of 335 surveys were returned. The two methods yielded a list of 1,645 former JCCC students who had transferred to four-year schools between summer 1990 and spring 1991. This represented 34% of the 3,552 students who were eligible for transfer (i.e., who left JCCC after spring 1990 with six or more credits). Major findings of the mail survey and analysis of academic records included the following: (1) the majority of JCCC transfer students transferred to institutions in Kansas and Missouri; (2) over 75% of the survey respondents indicated indicating that they had earned no further academic degrees; (4) the majority of students completed their baccalaureate degree between 1 to 3 years after their transfer; and (5) graduates who most recently completed their baccalaureate degrees and had a strong relationship between employment and their degrees were the most likely to enroll in further education. Appendixes featuring extensive tabled data and a list of references are included. (MAB)

ED 354 039 JC 930 079

Hawthorne, Elizabeth M.; Smith, Albert B.
Improving Teaching and Learning in Community Colleges: Guidelines for Academic Leaders.
PUB DATE- Feb 93
NOTE- 11p.; Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (2nd, Phoenix, AZ, February 17-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; Administrator Effectiveness; *Community Colleges; *Educational Improvement; Educational Quality; Excellence in Education; *Faculty Development; Instructional Effectiveness; *Instructional Leadership; Rating Scales; Teacher Effectiveness; Two Year Colleges

This report presents findings of a 1991 survey of chief academic officers (CAO's) of community, technical, and junior colleges to measure the level of commitment to instructional effectiveness and illuminate those areas which deserve attention. The study replicated a 1987 survey of CAO's at four-year institutions and utilized the five areas of questions of the original survey instrument: employment policies and practices, campus environment and culture, strategic administrative actions, instructional enhancement efforts, and instructional development activities. Questions were also added concerning respondents' professional experience and demographics, as well as on their institutions' budgeted costs of faculty development and the promotion of teaching activities. The results of the survey, which yielded a 57% response rate (n=712), included the following: (1) the highest level of commitment for community colleges was in the area of campus culture; (2) employment practices and policies were rated moderately high; (3) strategic administrative actions, such as administrative public pronouncements in favor of excellence in teaching were rated well below the support of effective teaching through a conducive campus climate and employment practices; (4) in terms of institutional development, the highest ratings were given in the area of support mechanisms for teaching and learning; and (5) items showing the lowest perceived commitment by CAO's included an organized unit to promote teaching effectiveness, research and seminars designed to improve instruction, and administrator reinforcement of research as a means to improve instruction. Recommendations and a list of references are included. (MAB)

ED 354 040 JC 930 080

Educational Plant Survey, Florida Community College at Jacksonville, April 20-24, 1992.
PUB DATE- Apr 92
NOTE- 157p.

include seeking technical amendments to Title 4 of the Higher Education Act to protect Pell grant eligibility for low-income community college students, and supporting efforts to identify a community college staff specialist in the post-secondary education unit of the Department of Education. (PAA)

ED 354 056 JC 930 098

Perry, Kim; And Others
Examining the Impact: A Summary of the Carl D. Perkins Vocational Education Act, 1983-84 through 1990-91.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Economic Impact; Educational Finance; Educational Planning; *Enrollment; *Federal Aid; *Grants; Program Descriptions; Program Development; Public Support; Summative Evaluation; Two Year Colleges; *Vocational Education
IDENTIFIERS- California Community Colleges; *Carl D Perkins Vocational Education Act 1984

To assess the impact of funds obtained through the Carl D. Perkins Vocational Education Act by the California Community Colleges (CCC), this report provides enrollment data and program accomplishments for academic years 1983-84 through 1990-91. The first part of the report features introductory material and extensive graphs of enrollment data for vocational education in the CCC. The second part provides brief descriptions of program accomplishments under the following headings: (1) "Adults in Need of Training"; (2) "Agriculture and Natural Resources" (discussing program improvement, in-service training, and student leadership development); (3) "Business Education" (highlighting the Statewide Community College Instructional and Administrative Telecommunications Model Network and professional development efforts); (4) "Career Counseling and Guidance"; (5) "Community-Based Organizations"; (6) "Consumer Home Economics" (discussing consumer and homemaking education funds, a plan for CCC home economics, and a program review); (7) "Cooperative Work Experience Education and Job Placement" (focusing on criteria and quality indicators and the Center for Cooperative Work Experience Education); (8) "Disadvantaged Students" (presenting a sampling of efforts to help disadvantaged students); (9) "Gender Equity" (focusing on the fields of business education, agriculture, industrial technology, and health careers); (10) "Handicapped Students" (discussing an increase in accessibility for handicapped students); (11) "Health Occupations" (listing various projects completed in the field); (12) "Public Safety Education" (discussing funding for vocational training through the State Department of Corrections); (13) "Single Parents and Displaced Homemakers" (highlighting efforts to bring higher education to these groups); and (14) "Trade and Industrial Education" (reviewing projects to evaluate educational software). (MAB)

ED 354 057 JC 930 100

Chapel, Edward V.
Evaluation of College Science and Technology Entry Program (CSTEP), Fall 1987 through Spring 1991.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Case Studies; Community Influence; *Elementary School Students; Family Environment; Family School Relationship; Grade 3; *Intervention; Parent Child Relationship; Primary Education; Self Esteem; *Student Behavior; *Student Teachers; *Teacher Student Relationship

A student teacher who was concerned about a third grader's difficulties with her assignments, apparent low self-esteem, and anger observed the child in school for a 6-week period on Mondays, Wednesdays, and Fridays for 2 hours each day. For 2 weeks, the child was also observed at a recreational center on Mondays, Wednesdays, and Fridays for an average of 2.5 hours per observation. Finally, observations were conducted during the weekends the child spent with the student teacher as part of the student teacher's intervention. Data from the observations were used to formulate descriptions of the child's baseline behavior before and after the interventions. Peer interviews were conducted during three of the observations to determine how children in the classroom saw their relationship with the child. The interventions of the student teacher included introduction of appropriate behavior; an out-of-town field trip; and praise when it was warranted. As a result of the intervention, the student teacher realized that the child became more aggressive in school when community and family life became difficult for her. After the intervention, the child's work at school improved and the child seemed to take pride in her assignments. The time spent in school and with the student teacher appeared to provide the child with the confidence she needed to feel successful. (HOD)

ED 354 075 PS 021 080

From Child Care to Family Care: The Parent Services Handbook.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancillary School Services; *Child Caregivers; *Cost Effectiveness; *Day Care Centers; Early Childhood Education; *Parent Participation; Program Descriptions; *Program Effectiveness
IDENTIFIERS- California; *Parent Services Project CA

This handbook for child care centers that are expanding their support to parents of children in their programs begins by describing the Parent Services Project (PSP). The next section explains the many services available to parents and the variety of ways these services are provided at the PSP centers. Services include fun family events; parenting classes; adult-only activities; skills-building classes; peer group discussions; mental health services; alternative forms of child care, including sick-child care and respite; parent involvement; and services for newcomer families. Subsequent sections cover the topics of: (1) minimum requirements for the parent services coordinator, child care, and food or refreshments; (2) the cost of services and ways to lessen the cost; and (3) the impact of PSP in terms of savings to the state of California, long-term effects, and PSP's advocacy of California's proposed Parent Services Bill: AB 2413. (HOD)

McMichael, Connie F.; And Others
Hunger in the U.S.--Developing Educational Approaches.
PUB DATE- Nov 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Activities; *Curriculum Development; *Elementary School Students; *Foods Instruction; Grade 4; *Hunger; Intermediate Grades; Low Income Groups; *Student Attitudes
IDENTIFIERS- Food Distribution Programs

A pilot hunger awareness program was developed for fourth graders in a low-income elementary school. Objectives were to provide students with information that would increase their awareness of hunger in their communities by helping them identify signs of hunger, food pantries located within their school zip code area, and a resource person in their school who could help children gain access to food. The Community Childhood Hunger Identification Project (CCHIP) questionnaire provided a framework for the development of the program. CCHIP survey questions were modified to be appropriate for a fourth grade class. Instructional materials and evaluation forms were developed and pilot tested. Instruction was given to a group of 62 fourth graders in a low-income elementary school. A pretest and posttest were administered to the students. Results showed that 50 percent of the students identified signs of hunger on the pretest, while 88 percent did so on the posttest. Teachers reported that students discussed hunger and food pantries. In order to further determine classroom needs for hunger education, semi-structured interviews were conducted with hunger experts in the United States. The experts indicated that the hunger education development process should include students, school personnel, parents, community representatives, and those who have experienced hunger. Activities should include visits to food banks, food pantries, food stamp offices, and participation in school lunch and breakfast programs. (HOD)

ED 354 096 PS 021 152

Ensign, David
Missouri's Parents as Teachers. Innovations Report.
PUB DATE- Jul 89
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; *Educational Innovation; Educational Needs; *Parent Education; *Parents as Teachers; Preschool Education; Program Descriptions; *Program Effectiveness; Public Schools; *State Programs
IDENTIFIERS- Early Childhood Development Act (Missouri 1984); *New Parents as Teachers Program; *Parents as Teachers Program MO

The Missouri Department of Elementary and Secondary Education developed a pilot parent education program that began in 1981 and was available to parents of children in the state's 543 school districts. In 1984, the state legislature provided safe place, and swim with a buddy; (2) wear a life jacket; (3) obey boating safety rules (don't stand up, don't ride in the bow, and don't dangle arms and legs outside of the boat); and (4) know what to do in case of an emergency (boat overturns or someone falls in the water). (SV)

ED 354 115 RC 018 949

Boone, Mike
The Impact of Leadership Behavior of the Superintendent on Restructuring Rural Schools.
PUB DATE- Oct 92
NOTE- 15p.; Paper presented at the Annual Conference of the National Rural Education Association (Traverse City, MI, October 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; *Administrator Effectiveness; Administrator Role; Change Strategies; Educational Change; Educational Innovation; Elementary Secondary Education; Field Interviews; *Leadership Qualities; Principals; *Rural Schools; School Based Management; *School Districts; *Superintendents
IDENTIFIERS- Oklahoma; Outcome Based Education; Texas

This study was conducted to identify the ways that superintendents in rural school districts deal successfully with restructuring. The analysis is based on interviews with superintendents and principals in four rural districts. The districts, in Texas and Oklahoma, were selected especially for their successful restructuring programs. The two Texas sites had begun decentralization into site-based decision-making before state authorities mandated the change. The Oklahoma sites had similarly initiated Outcome Based Education. For the purpose of this study, interviews revealed the following behaviors that the four superintendents held in common: (1) vision/awareness, an understanding of quality education and the awareness of the need for change; (2) vision sharing, the superintendent's communication of goals and strategies to the school board; (3) trust-building with teachers, principals, board members and the community; and (4) monitoring, to ensure that change is properly implemented. The four successful superintendents were active initiators and sustainers of innovative change, having actively sought out vehicles to improve learning opportunities. Each operated on a solid basis of trust with principals and teachers while demonstrating practical and enduring leadership. (TES)

ED 354 116 RC 018 950

Kite, Julian M.
Please...Just Listen...Rural Schools in the United States Today.
PUB DATE- Sep 92
NOTE- 19p.; Paper presented at the State Writing Conference of the Missouri Association of Teachers of English (Jefferson City, MO, September, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; Course Selection (Students); *Educational Change; Educational Policy; English Curriculum;

by clarity of vision, empowerment of subordinates, and emphasis on growth and renewal. This view of leadership suggests changes in the relationship between school boards and superintendents. School boards need to build coalitions and develop linkages among educational professionals, patrons, community and business leaders, and other interested stakeholders involved in the process of educating children. In this leadership role, the board and superintendent can work together toward empowerment of all constituencies. Forming linkages involves written policies that demonstrate congruence of expectations, values, and goals. School boards need to invest time in advocacy, developing goals and strategic planning, promoting cooperation and assertiveness, developing an educational mission, coordinating policy, overseeing functions, and encouraging collaboration. The challenge for the board of education is to develop a perception of its role as the catalyst to empower the teachers, administrators, and community at large to improve the learning environment for all participants. (LP)

ED 354 135 RC 018 974

To Amend the Indian Self-Determination and Education Assistance Act. Hearing on H.R. 3394 before the Committee on Interior and Insular Affairs. House of Representatives, One Hundred Second Congress, First Session (October 3, 1991).
PUB DATE- 92
NOTE- 59p.; Serial No. 102-34.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *American Indian Reservations; American Indians; *Educational Policy; *Federal Indian Relationship; Federal Legislation; Governance; Hearings; *Tribal Sovereignty; Tribes
IDENTIFIERS- Bureau of Indian Affairs; Indian Self Determination Education Assistance Act; Tribal Government; *Tribally Controlled Education

In October 1991, a Congressional committee heard testimony on proposals to expand and extend the Tribal Self-Governance Demonstration Project. Originally authorized in 1988, the project allows participating tribes to negotiate the transfer of Bureau of Indian Affairs (BIA) programs and services to the tribes through compacts of self-governance and annual funding agreements. A BIA representative supported proposed legislation to increase the number of participating tribes from 20 to 30 and to extend the project for an additional 3 years. Joint testimony of the Quinault, Lummi, Jamestown S'Klallam, and Hoopa Valley tribes stated that: (1) the project has been a tribally-driven initiative supported by Congress; (2) participating tribes have completed planning, negotiation, and initial implementation phases despite BIA resistance; (3) the project should proceed in carefully planned stages at a pace determined by tribes; (4) the project should include all BIA programs, particularly those BIA education programs currently excluded; (5) the Indian Health Service is the next logical project participant among government agencies; and (6) the project should allow the tribes to redefine the BIA's role and responsibilities. Testimony from the Oneida tribe of Wisconsin focused on the tribal elementary school, begun for the purpose of maintaining Oneida culture and language, and the need for the tribes to control education funds. (SV)

ED 354 136 RC 018 975

IDENTIFIERS- Composting; *Environmental Impact; *Packaging

This Proctor and Gamble produced and teacher developed environmental education unit is designed to teach seventh through ninth grade students about making informed consumer product choices. The unit focuses on the concept of consumer product life cycle analysis, an approach to assessing the environmental impacts of a product at each stage in its life from raw materials extraction through disposal. Using this approach, a product is evaluated in terms of energy consumed, atmospheric and waterborne emissions generated and solid waste created for disposal. Included is a mini-unit about municipal composting. The materials include overhead transparency masters, student worksheets, and a teacher's guide. A wall poster that comes with original copies has been reproduced here in segments. (Author/MCO)

ED 354 155 SE 053 132

Miller, John
Model Learner Outcomes for Environmental Education.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; *Educational Objectives; *Educational Philosophy; *Educational Principles; Elementary Secondary Education; *Environmental Education; *Fundamental Concepts; Interdisciplinary Approach; Models; Teaching Methods; *Values
IDENTIFIERS- *Minnesota; *Model Learner Outcomes

This document is intended to provide Minnesota educators a means of systematically viewing Environmental Education (EE) programs within their schools or districts, and provide a tool for integrating EE into all courses and programs in accordance with the State Board Curriculum Rule 3500.1075. The material is divided into four chapters, followed by four appendixes and a glossary of EE terminology. Chapter 1 conveys education values, learner values, philosophy, mission, and goals as expressed by the Minnesota State Board of Education. In chapter 2 the roles and purposes of EE are presented. This includes a description of EE, its organizing principles or contexts, and its program goals. In chapter 3 the concept learner outcomes for EE are enumerated. In this section, the associated state learner goals, development and concept emphasis, and EE learner outcomes are stipulated for each program goal. Chapter 4 presents a model for transposing model learner outcomes into curriculum. Ten steps are identified to guide the integration process and samples of an integrated unit and lesson plan format are provided. Also included in this chapter is a section discussing EE approaches to teaching and learning, and a scope and sequence planning guide. Appendices include the following: (1) expanding and applying EE key concepts; (2) EE supplemental materials and opportunities; (3) discussion, research, and discovery topics for each program goal; and (4) resources. (MCO)

ED 354 156 SE 053 144

Leach, John T.; And Others
The Ideas Used by British and North American School Children To

incorporates stories from 15 women who lived in the coal producing towns of Athens County, Ohio during the first half of the 20th century. Discussion questions, a list of resource volunteers, and background information on mining and Athens County coal towns are included. (DB)

ED 354 175 SO 022 500

Fisher, Robert E.
A Rationale and Set of Principles for the Development of a Systematic Approach to English Diction in Choral Performance.
PUB DATE- 91
NOTE- 8p.; Published in "Research Perspectives in Music Education," a once-a-year (October) detachable supplement to the journal cited.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Choral Music; *Diction; Higher Education; Language Patterns; *Music; Music Education; Music Techniques

Diction in choral music simultaneously functions as a vehicle for both the musical medium and the textual message. Nearly every choral methods and choral conducting book written in this century includes some references to and instructions for the practice of choral diction. Most of these methods, however, are not based on any sort of systematic inquiry, but rather on personal preference and other types of subjective judgments. Many of the unconscious, habitual physical shifts that occur in the production of fluent speech often transfer into song. These practices can confound both choral tone and text intelligibility. Most choral diction methods do not train singers to eliminate these perturbing speech habits in choral singing. Furthermore, choral diction methods are non-standard and plagued with inconsistency. The purpose of this study is (a) to establish a rationale for the development of systematic approaches in English diction methods, and (b) to outline a set of "principles" from which such a systematic choral diction method can and should be developed. The rationale and set of principles have been assembled from and supported by research in the areas of speech, linguistics, psycholinguistics, hearing, singing, acoustics, and psychoacoustics. (Author)

ED 354 176 SO 022 602

Hauptfleisch, Sarita, Ed.; And Others
Music Education: Why? What? How? = Musiekopvoeding: Waarom? Wat? Hoe? Papers Presented at the National Music Educators Conference (Pretoria, South Africa, April 9-12, 1990).
PUB DATE- 91
NOTE- 323p.
LANGUAGE- English; Afrikaans
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Aesthetic Values; Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Music Education
IDENTIFIERS- Namibia; *South Africa

This collection of papers was presented at a South African national music educators conference. The conference set forth educators' concern about the current crisis in music education in South Africa. The critical state is summarized under two headings: (1) the law and abating status accorded to music education within general education; (2) the lack of coherence in music education owing to ongoing fragmentation. It is religion, government, association, privacy, education, employment, personal possessions, self-management, legal, health, and community. A list of references and a resource guide also are included. (DB)

ED 354 197 SO 022 828

Destination: Senegal. Video Guide.
PUB DATE- 91
NOTE- 92p.; For related documents, see SO 022 829-832. Accompanying videotape available from the producer; videotapes will be sent to the school librarian or media specialist.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; *Multicultural Education; Social Studies; Thematic Approach; Videotape Recordings
IDENTIFIERS- Global Education; *Peace Corps; *Senegal

This video guide was developed by the Peace Corps' Office of World Wise Schools. Activities that the guide describes are for use in a 3- to 5-day unit on Senegal, one of the Peace Corps' oldest countries of service. The activities are designed to present basic information on the geography of Senegal and explore aspects of Senegalese culture. Included in the guide are Level A, for grades three through five, Level B, for grades six through nine, and Level C, for grades 10 through 12. Each level includes worksheets and suggestions for using them. The guide presents resource packet goals and advice on using World Wise Schools videos. Thirty-six references and a list of organizations and individuals who provided information for the packet are included. (LBG)

ED 354 198 SO 022 829

Destination: Marshall Islands. Video Guide.
PUB DATE- Jan 92
NOTE- 82p.; For related documents, see SO 022 828-832. Accompanying videotape available from the producer; videotapes will be sent to the school librarian or media specialist.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; *Multicultural Education; Social Studies; Thematic Approach; Videotape Recordings
IDENTIFIERS- Global Education; *Marshall Islands; *Peace Corps

This video guide was developed by the Peace Corps' Office of World Wise Schools. Activities that the guide describes are for use in a 3- to 5-day unit on one of the nations of Oceania, the Republic of the Marshall Islands. The activities are designed to provide students with opportunities to: (1) compare and contrast Marshallese and U.S. culture; and (2) relate the fundamental geographic themes of location, place, and movement with the history and culture of the Marshall Islands. Included in the guide are Level A, for grades three through five, Level B, for grades six through nine, and Level C, for grades 10 through 12. Each level includes worksheets and suggestions for using them. Fifty-seven references and a list of organizations that provided information are included. (LBG) utilize in the withdrawal process are presented, and two arguments which are not justifiable and that basically give the welfare of the intern priority over the welfare of the students, are also discussed. Guidelines and considerations based on a rational and sensitive approach can result in an intern's positive feelings of new realizations and growth. (Author/LL)

ED 354 218 SP 034 295

Bare, Charles; Baumgardner, Karl
Perceptions of Formal and Informal Post-Conferences in Supervising Interns in Teacher Education. Monograph No. 12.
PUB DATE- May 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Conferences; Elementary Secondary Education; Foreign Countries; Formative Evaluation; Higher Education; *Humanistic Education; *Informal Assessment; Internship Programs; Practicums; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teacher Evaluation; *Student Teacher Supervisors
IDENTIFIERS- Canada; *Formal Evaluation; Saskatchewan; *Teacher Student Conferences

This study was conducted to examine how a college supervisor can reduce stress in the post-conference analysis of a lesson taught by an intern, and to determine the merits of both informal and formal post-conferencing. Informal post-conferencing was introduced to create a more relaxed, comfortable, and less rigid environment to alleviate intern anxiety, fear, and nervousness and to create a more humanistic, casual, natural, unconstrained milieu. In keeping with the humanistic philosophy, the college supervisor is exhorted to perform the role of coach rather than judge. The main element in informal post-conferencing that distinguished it from formal conferencing was the elimination of the supervisor's formal written report. Because some interns preferred a more structured approach, an opportunity to choose between formal and informal conferences was offered. Based on the perceptions and opinions of 45 interns and 2 college supervisors, it was concluded that informal post-conferences promoted more relaxed and formative coaching sessions; produced a more comfortable, congenial, and trusting environment; and, provided a greater degree of interaction, self-analysis, and reflection. Experienced college supervisors felt more effective in the humanistic approach. (LL)

ED 354 219 SP 034 296

Bare, Charles; Hill, Sandra
Perceptions of Secondary Student Teaching Experiences. Monograph No. 13.
PUB DATE- May 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; *Cooperating Teachers; Education Courses; Education Majors; Foreign Countries; Higher Education; Predictive Measurement; Preservice Teacher Education; Program Evaluation; Secondary Education; Student

meeting, subjects were asked to describe and categorize related elements which expressed their ideas of mentoring roles, benefits, and obstacles. Consistent with the literature, findings indicate that: subjects appeared to be the most at ease discussing mentor roles and the most uncomfortable discussing obstacles to mentoring; subjects clearly drew on their own experiences as mentors in discussing roles and benefits; and they often found it difficult to classify elements cited. As a group, teachers emphasized assisting beginning teachers in terms of curriculum and instructional needs and providing them with ongoing professional support and encouragement. The subjects generally described the mentor as somone serving as a coach or a quasi-mentor, and less frequently as a role model or a mentor who had significant personal and professional influence on a novice teacher. (Contains 15 references.) (LL)

ED 354 238 SP 034 360

Skipper, Charles E.
Five Instructors--A Study of Instructional Preferences of Preservice Teachers.
PUB DATE- Oct 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1992). For a related paper, see SP 034 361.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Freshmen; College Juniors; College Seniors; College Sophomores; Educational Planning; *Education Courses; *Education Majors; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Sex Differences; Student Attitudes; *Teacher Educators; Teaching Methods; *Teaching Styles
IDENTIFIERS- Preference Data; *Preservice Teachers

This study was conducted to assess differences in preferred learning styles between four groups of preservice teachers (N=568), first year through senior year, and to determine if teaching level interest and gender are also factors associated with learning style preference. Participants completed a questionnaire rating five professors each of whom was skilled in either lecturing, group discussion, independent learning, simulation, or using a variety of classroom methods. Analysis of variance found statistically significant differences between first year students and students in the other three years. First-year students preferred lectures; juniors preferred group discussion; and sophomores, juniors, and seniors preferred independent study. Significant main effects were found between university level and preference for both case studies and a variety of teaching methods, but no specific group differences were found. Gender was not related to preference for lectures, group discussion, or case studies, but first year women held significantly lower preference for independent study than did junior and senior women. Women expressed a higher preference for a variety of teaching methods than men. Knowledge of student preferences for learning activities could be used by professors to individualize courses thereby increasing motivation and satisfaction with learning. (Contains 14 references.) (LL)

ED 354 239 SP 034 361

smoothing models, and econometric models. Most projections include three alternatives, based on different assumptions about growth paths. The first set of alternatives in each table is deemed to be the most likely. Total public and private elementary and secondary enrollment is projected to increase to 54.2 million over the projection period. Enrollments in public and private institutions of higher education are projected to increase over the projection period. One chart, 60 figures, and 44 tables present projections. Appendixes include: (1) projection methodology and 23 tables; (2) 11 supplementary tables; (3) data sources; and (4) a glossary. (SLD)

ED 354 257 TM 019 510

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. First Follow-Up: Dropout Component Data File User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 458p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Databases; *Data Collection; Data Processing; Dropout Research; *Dropouts; *Followup Studies; National Surveys; *Research Design; *Sampling; Secondary Education
IDENTIFIERS- *Data Files; Educational Information; *National Education Longitudinal Study 1988; User Guides; Weighting (Statistical)

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up dropout component of the National Education Longitudinal Study of 1988 (NELS:88). Necessary documentation is also provided for use of the data files. The base-year population covered by the NELS:88 included only those eighth graders who were considered capable of filling out a NELS:88 student questionnaire and completing the NELS:88 student test. Thus, projected student counts from the NELS:88 may not match official enrollment statistics. Chapter 1 begins with an overview and history of the NELS:88 program, and Chapter 2 contains a general description of the data collection instruments for the base year and the first follow-up studies. The sample design and weighting procedures are documented in Chapter 3. Data collection procedures, schedules, and results are in presented Chapter 4. Chapter 5 describes data control and data preparation activities. Data processing is described in Chapter 6, and Chapter 7 describes the organization and contents of the data files and provides important suggestions for using them. Fifteen appendixes provide technical details. Appendix J contains the follow-up questionnaire itself, and Appendix K presents a questionnaire supplement. There are 22 data tables in the text, along with 14 illustrative figures. The appendixes contain 11 additional tables. (SLD)

ED 354 258 TM 019 518

Johnson, Michael N.; Erion, R. L.
Some Nagging Doubts on NCATE's Conceptualization of "Knowledge Bases."
PUB DATE- Oct 91

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Factor Structure; Foreign Countries; Higher Education; Models; Personality Measures; *Personality Traits; Theories; *Undergraduate Students; Validity; *Vocational Interests
IDENTIFIERS- *Facet Analysis; *Factor V Personality Traits

It is proposed that common variance among Factor V personality traits might best be modeled in terms of three broad and distinct subdomains one level below the superordinate level of the so-called Big Five. Three studies are reported that point toward this compromise conception of the top of Factor V as Absorption (A), Intellectance (I), and Traditionalism (T) (referred to as the AIT factors). Study 1 was a reanalysis of data from a larger study of the NEO Personality Inventory and Hogan Personality Inventory facet measures of Factor V for 581 undergraduates. Study 2 checked whether the AIT factors retained their integrity when conscientiousness and agreeableness scales were added to the analysis for a sample of 117 students. In Study 3, a slightly wider selection of AIT related scales were administered to 202 subjects. Evidence from these studies can be interpreted as arguing for splitting Factor V into three different factors and for extending the Big Five model to a Big Six or Big Seven. The correlations of A, I, and T with each other, and the impressive validity that has been established for the circumplex model of vocational interests both argue in favor of keeping Factor V with three subdomains. Six tables and four figures illustrate the discussion. An appendix lists the item content of AIT marker scales. Thirty-one references are included. (SLD)

ED 354 276 TM 019 614

Hussar, William J.
Projections of Education Statistics to 2003. Pocket Projections.
PUB DATE- 93
NOTE- 13p.; For the full 170-page report summarized here, see TM 019 509.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Educational Trends; Elementary Secondary Education; Futures (of Society); National Surveys; *Predictive Measurement; Regression (Statistics); *School Statistics; Tables (Data); Trend Analysis
IDENTIFIERS- *Educational Information

Each year the National Center for Education Statistics (NCES) publishes a pocket summary of their "Projections of Education Statistics." This summary reviews data on U.S. education from 1980-81 and provides predictions of educational data until 2002-03. Included are tables summarizing population trends and tables of elementary school and secondary school enrollment, graduates, classroom teachers, pupil/teacher ratios, and expenditures. For higher education, enrollment, earned degrees, and expenditures are summarized. Forecasts are made using data from the NCES and the Bureau of the Census. General projection methodology is briefly considered. Exponential smoothing and linear regression are the two major projection techniques used. (SLD)

ED 354 277 UD 028 804

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Adolescents; *At Risk Persons; Behavior Standards; Cultural Context; Helping Relationship; Identification (Psychology); *Mentors; Minority Group Children; Social Behavior; Social Development; Social Environment; *Socialization; Social Support Groups; Sociocultural Patterns; Stress Variables
IDENTIFIERS- *Protege Mentor Relationship

This paper explores and highlights the importance of social, cultural, and behavioral contexts in the effectiveness of mentoring relationships. A first section looks at growing up in American and the varieties of personal and social development that are found. This section argues against viewing adolescents as similar across the boundaries of location, community, and culture. A following section examines how youth form an identity and find a personal self and a social role. This section notes that in making the separation from the childhood bond to parents, adolescents need the supportive presence of other caring adults. The next section discusses developmental and environmental stresses involved in growing up due to parental difficulties, poverty, minority status, and the absence of agreed-upon standards of child and adolescent well-being. This section details the consequences of these stress factors for adolescents in terms of delinquency, drug abuse, school failure, and other negative outcomes. In a section on social support systems, the roles that community, parents, and schools can play in assisting adolescents to cope with the challenges that face them are explored. A penultimate section reviews models of helping, discussing the effectiveness of some approaches over others. A final section argues for making connections and building a facilitating environment. Eleven references are included. (JB)

ED 354 295 UD 029 055

Schonert-Reichl, Kimberly A.; Offer, Daniel
Seeking Help and Social Support in Adolescence: The Role of Non-Related Adults.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Adults; *At Risk Persons; Helping Relationship; *Help Seeking; *Mentors; Minority Group Children; Racial Differences; Role Models; Sex Differences; Social Behavior; Social Development; Social Environment; *Social Support Groups; Sociocultural Patterns; Stress Variables
IDENTIFIERS- *Protege Mentor Relationship

This paper attempts to answer questions about the role that non-related adults may play in the lives of adolescents, particularly who the non-related adults are that adolescents turn to; how helpful do adolescents find these adults; and how these patterns change by race, socioeconomic status, and gender. The paper draws from the research literature specifically examining the adults to whom adolescents turn for help and social support. The first section of the paper provides information about the age-period of adolescence and includes both historical perspectives and current knowledge is intended to lay a foundation for discussion of the use of bilingual education and English-as-a-Second-Language (ESL) approaches to English instruction for deaf students. Chapter 2 examines theories of first and second language reading as a framework for understanding acquisition of reading by deaf children. This chapter also looks at theory and research on specific aspects of the reading process and relates these findings to use of the bilingual approach to deaf education. It is concluded that several bilingual education models, especially the maintenance model, have potential applications in deaf education and that current second language reading theory can contribute to understanding of the nature of reading acquisition among deaf children. Specific implications are outlined. A 146-item bibliography is included. (MSE)

ED 353 848 FL 021 014

Conru, Paula; And Others
Speaking of Language: An International Guide to Language Service Organizations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Applied Linguistics; *English (Second Language); Foreign Countries; Instructional Materials; Resource Materials; *Second Language Instruction; *Second Language Learning; *Second Languages; Services; Uncommonly Taught Languages

This directory offers detailed information on 128 language service organizations and includes addresses and less specific information on over 100 additional organizations. Teachers, students, and others interested in languages and cultures will find the directory to be an invaluable guide to resources and services related to language study and teaching. The directory is divided into the following sections: individual listings of language service organizations; a list of applied linguistics organizations affiliated with the Association Internationale de Linguistique Appliquee (AILA); information on English as a Foreign Language teaching opportunities abroad; a list of Multifunctional Resource Centers; a list of National Resource Centers for foreign language and area studies; resources and materials; and a language and subject index. (VWL)

ED 353 849 FL 021 017

Curtain, Helena
An Early Start: A Resource Book for Elementary School Foreign Language.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

New Fiscal Realities in Higher Education. CPRE Finance Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Effectiveness; College Administration; College Faculty; Cost Effectiveness; Educational Finance; *Efficiency; *Higher Education; *Productivity; School Effectiveness; School Policy

This report draws from a study being conducted by William Massy and Andrea Wilger for the Consortium for Policy Research in Education (CPRE). The study examines how academic departments work in order to identify organizational incentives that can improve productivity. The brief offers some definitions of productivity in higher education and discusses reasons why institutions of higher education should stress increasing productivity while maintaining costs as a policy goal and key strategy. Also discussed are causes for apparent declines in higher education productivity, and possible steps for improvement. In treating the question of productivity declines the brief notes that until recently, colleges focused on improving quality by obtaining increased resources, not on finding better ways to use the resources already available to them. Now, however, institutions are being held accountable for the productive use of the resources they have. Reasons for this change are discussed, and the causes of productivity decline are examined in terms of four categories: the cost disease, the growth force, the administrative lattice, and the academic ratchet. The paper treats each of these processes in detail, arguing among other things that the administrative structure has grown dramatically at higher education institutions, that consensus management has made higher education administration less efficient, and that the current structure of faculty duties regarding teaching versus research, and scholarship has problems. A final section suggests that institutions improve productivity through (1) refocused institutional mission; (2) purposefully shaped priorities; (3) attacking administrative and support service productivity head-on; and (4) reform of academic departments. Information on the CPRE is included. (Contains 15 references.) (JB)

ED 353 869 HE 026 076

Keeping College Affordable: A Proposal from Two Economists.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; *Federal Programs; *Government Role; Grants; Higher Education; Parent Financial Contribution; *Paying for College; Private Colleges; State Colleges; Student Costs; *Student Financial Aid; Student Loan Programs; Student Needs
IDENTIFIERS- Guaranteed Student Loan Program; Pell Grant Program

This paper outlines a proposal for restructuring student aid for higher education based on the book "Keeping College Affordable: Government and Educational Opportunity" by Michael S. McPherson persons tending to be both socially assertive and responsive. Research also indicates that the further one moves into administrative positions, the more likely he or she is to be highly organized, thorough, systematic, and task-oriented, with academic vice presidents having strong feelings of less control. One exception is that an interaction effect was found with gender. Females appear to experience significantly less fatalism than their male colleagues in that they feel greater personal control over their daily activities. Continuing efforts to determine differences between administrators and faculty will result in better understanding and allow administrators to better serve their institutions' various constituencies. (Contains 33 references.) (GLR)

ED 353 887 HE 026 142

Halpern, Jacob I.; Hodinko, Bernard A.
Adjustment Difficulties of American Students in Israeli Institutions of Higher Learning.
PUB DATE- 92
NOTE- 26p.; Uneven print quality will affect legibility of tables.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Ancillary School Services; College Housing; Foreign Countries; Higher Education; *Student Adjustment; Student Transportation; *Study Abroad; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Israel

This paper examines the extent to which American undergraduate students find problems adjusting to study in Israeli colleges, universities, and yeshivot with respect to the Hebrew language, academic matters, personal situations, and living arrangements. The study asked 671 undergraduate American students studying in Israel how difficult it was for them to make 53 specific school-related adjustments. It was found that, among the four problem areas considered, living arrangements posed the most serious and most frequent adjustment difficulties. The other areas, in descending order of seriousness, were the Hebrew language, academic matters, and personal situations. Living arrangement problems included lack of phone facilities (the most serious adjustment difficulty reported), lack of adequate facilities to prepare food, mobility problems on the Sabbath, problems concerning laundry facilities, and lack of privacy. Writing term papers and speaking Hebrew were the most serious difficulties in using the language; secretarial services and finding academic resources were among the academic problems frequently mentioned; and relating to Israeli students was the most formidable personal adjustment problem. The paper recommends that high school advisors in America and counselors of students planning to go to Israel for postgraduate study provide an orientation program addressing these problems and helping students develop strategies for dealing with them. Contains a 16-item bibliography. (GLR)

ED 353 888 HE 026 143

Gold, Lawrence N.
Tuition Formulas at Work: An Examination of States That Use a Numerical Formula To Help Set Public College Tuition.
PUB DATE- Nov 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

program has not been successful in protecting the taxpayers' financial interests. It is noted that in 1991, the federal government paid out $3.6 billion to make good its guarantee on defaulted student loans, continuing a trend of escalating losses. Several fundamental problems in the student loan program's structure and management are noted: the federal government has tended to emphasize access to loans at the expense of accountability; the structure of the program is too complex and participants have little or no incentive to prevent defaults; and lenders, schools, and guaranty agencies benefit from making loans, but generally do not bear any financial risk. In addition, the Department of Education has failed to weed out schools that collect tuition payments for marginal instruction, its records have been inaccurate and incomplete, and it has conducted little oversight of lenders and guaranty agencies. Included are recommendations for change and a list of other High Risk series publications. (JB)

ED 353 907 HE 026 165

A Review of Faculty Workload Policies and Faculty Workloads at the University of Massachusetts at Amherst. Report of the Select Committee on Post Audit and Oversight. Senate No. 1785.
PUB DATE- Dec 92
NOTE- 83p.; Appendices B and C contain marginally legible print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; *Cost Effectiveness; *Faculty Workload; Higher Education; Noninstructional Responsibility; *Personnel Policy; School Policy; Staff Utilization; Teacher Responsibility; Tuition; Working Hours
IDENTIFIERS- *University of Massachusetts Amherst

This Massachusetts Senate committee study examined the current policies and procedures used by the University of Massachusetts at Amherst (UMA) to monitor, manage, and report on the activities of its faculty, in particular its faculty workload. The study had originally intended to analyze faculty workload in terms of instruction (teaching), research, and public service. Due to insufficient reporting systems on faculty activity, an examination of instructional activities alone was conducted and from this inferences relative to other duties were drawn. The study found that state appropriations to the university had been drastically reduced and that lost revenues had been replaced in part by the university through substantial increases in student tuition and fees; that faculty contact with students in traditional classroom settings appeared to have increased between academic years 1988-89 and 1991-92 despite reductions in the faculty workforce and enrollment; that the faculty at UMA spent between 29 and 98 percent of their work week on teaching activities; and that current faculty workload reporting systems at the University do not adequately report faculty activities especially those related to the research and public service mission of UMA. The report includes recommendations which focus on formalizing faculty workload policies. Appendixes contain information on instructional resources, recent faculty activity assessments, student faculty ratios, faculty contact hours, and a response from UMA. (JB)

ED 353 908 HE 026 166

Endowment Development in Massachusetts Public Higher Education. A bright, motivated students, this study looked at the effect of awarding mean improvement points to those teams that showed the highest average improvement scores. Bonus points were awarded for highest average score for the first half of the semester and bonus points for highest average improvement were awarded in the second half. Participants were 158 students in 2 undergraduate psychology courses. Results under the two systems found that using mean improvement points instead of mean quiz scores to award team bonus points was not a robust enough variable to materially affect either the students' achievement or their evaluation of the course. (Also includes seven tables, and a course rating scale.) (JB)

ED 353 926 HE 026 187

Fiscal Indicators for Postsecondary Education in New York State: 1985-86 through 1989-90.
PUB DATE- Aug 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Expenditure per Student; Financial Support; *Higher Education; Income; Instructional Student Costs; Private Colleges; Public Colleges; State Aid; Student Costs; Tables (Data)
IDENTIFIERS- Bundy Aid Program; *New York

This report provides financial data for higher education in New York State for the most current 5 years, 1985-86 through 1989-90, as well as established data for 2 more years. The report uses data collected from all New York State degree-granting institutions through the standardized Department's Higher Education Data System. Notes on this report indicate that in making data in earlier years more comparable to the most current year, the earlier data have been recalculated when necessary to include only the institutions still in operation for the most current year. Section I provides a general overview of state fiscal support over 5 years in total dollars and as a proportion of total state revenues. Section II shifts the focus from state funds to amounts and shares of institutional revenue from all sources, restricted and unrestricted funds combined. Section III contains per student cost and revenue indicators by sector and also the same per student indicators for subgroups of similar institutions within sectors. Section IV displays selected data for those independent institutions which receive Bundy aid. Appendix A contains estimates for state funds for higher education in 1990-91 and 1991-92. A glossary is appended. (JB)

ED 353 927 HE 026 188

Higher Education Enrollment Statistics and Projections. 1993-95 Biennium.
PUB DATE- Jan 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Projections; Full Time Equivalency; Geographic Distribution; *Higher Education; Institutional Characteristics; National Norms; Private Colleges; Public Colleges; Student Financial

DESCRIPTORS- Accountability; Educational Trends; *Federal Aid; *Federal Government; Federal Programs; Federal Regulation; Government Role; *Government School Relationship; Higher Education; Information Dissemination; Policy Formation; Public Agencies; Research and Development; *Research Universities
IDENTIFIERS- Agency for International Development; Department of Agriculture; Department of Commerce; Department of Defense; Department of Education; Department of Energy; Department of Housing and Urban Development; Department of State; Department of the Interior; Department of Veterans Affairs; Environmental Protection Agency; National Aeronautics and Space Administration; National Endowment for the Humanities; National Institutes of Health; National Science Foundation

This report looks at the relationship between the federal government and research intensive universities (RIUs), identifies critical trends and issues that are affecting their relationship, and offers principles and recommendations for the future. Following an introduction, the origins and characteristics of the relations between the federal government and RIUs are described with a focus particularly on funding trends since World War II. This is followed by a section presenting aspects and recommendations for four specific issues: (1) the conduct of research; (2) education and development of the talent pool; (3) dissemination and utilization of knowledge; and (4) accountability and administrative burdens. The greater part of this document is made up of two appendixes. Appendix A offers selected data about RIUs, the context in which they operate, and their federally supported research activities. The more extensive Appendix B contains specifics of the relations between 15 federal agencies and RIUs, particularly forms and types of support and funding. The following agencies are included: Agency for International Development; Department of Agriculture; Department of Commerce; Department of Defense; Department of Education; Department of Energy; Department of Housing and Urban Development; Department of the Interior; Department of State; Department of Veterans Affairs; Environmental Protection Agency; National Aeronautics and Space Administration; National Endowment for the Humanities; National Institutes of Health; and National Science Foundation. (JB)

ED 353 946 HE 026 208

Renewing the Promise: Research-Intensive Universities and the Nation. A Report Prepared by the President's Council of Advisors on Science and Technology.
PUB DATE- Dec 92
NOTE- 69p.; For a related document, see HE 026 207.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; Accountability; Educational Trends; Federal Aid; *Federal Government; Federal Programs; Futures (of Society); *Government Role; *Government School Relationship; Higher Education; Information Dissemination; Policy Formation; Public Agencies; Research and Development; *Research Universities; School Business Relationship; Talent Development; Talent Identification
IDENTIFIERS- Industry Role

This report examines the relationship between the federal government and research intensive universities (RIUs) in light of loss of public confidence, changes in the economy, and international challenges. In reviewing the health of the nation's research intensive universities and their relationship information literacy. It is further suggested that information literacy should be identified as a separate key competency which is essential to the development of broad-based skills required for workplace efficiency and the ability to encompass change. The competencies required within the field of information literacy are described as integral to all subject areas, and recommends their infusion into the curriculum development process. It is further suggested that the competencies are not exclusive to one educational sector and they should be developed in a continuum which encompasses the transition from school to tertiary education and from education to work. An information skills curriculum to support the development of information literacy skills across all educational sectors is recommended. Three diagrams are used to illustrate the concepts presented: moving from data to knowledge; the learner using information resources; and information skills competency--the journey from school to work. (Contains 10 references.) (Author/ALF)

ED 353 965 IR 015 927

Ismail, A. G. H.
Face-to-Face and Distance Learning in Sri Lanka: Contradictory or Complementary.
PUB DATE- 92
NOTE- 8p.; Paper presented at the Annual Conference of the Asian Association of Open Universities (4th, Colombo, Sri Lanka, September 17-18, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Distance Education; Educational Counseling; Foreign Countries; Higher Education; Nontraditional Education; *Open Universities; Postsecondary Education; Problems; *Student Attitudes; Student Characteristics; Student Needs; Tutorial Programs
IDENTIFIERS- *Open University of Sri Lanka; Student Surveys

This paper explains the effectiveness of distance teaching in Sri Lanka and shows the importance of face-to-face components in distance learning to meet the needs of students and resources. Distance education in the Third World and the current status of distance education at the Open University of Sri Lanka (OUSL) are described, and the characteristics of distance learners in Asia and Sri Lanka are noted. The results of a survey of students who had been in the OUSL distance education program are cited: (1) these students expected a learning system similar to learning taking place in conventional settings; (2) they preferred face-to-face teaching; (3) they lacked self confidence in self learning; (4) they expected continuing help and guidance from the institution; and (5) most were not used to and had no access to modern technology. The lack of autonomy, limited resources, and past experiences of the students are seen as major inhibitors to the development of distance education in Sri Lanka; and a complementary system of distance teaching and face-to-face teaching in the form of tutoring and counselling is recommended. (ALF)

ED 353 966 IR 015 928

How To Prepare Effective Flip Charts.
PUB DATE- Oct 92

vocabulary, but textbooks are not included. Each entry includes author, title, publisher, publication date, and price. Approximately 175 books are listed in alphabetical order by author, and addresses are given for 4 publishers of easy reading books. (KRN)

ED 353 987 IR 054 363

Thompson, Ronelle K. H.
Funding for Library Automation.
PUB DATE- May 92
NOTE- 6p.; Paper presented at the National Conference of the Library and Information Technology Association (3rd, Denver, CO, September 13-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Budgets; Donors; *Fund Raising; Grants; Guidelines; Higher Education; *Library Automation; *Library Equipment; *Library Planning; Philanthropic Foundations; Proposal Writing; Shared Library Resources
IDENTIFIERS- Friends of the Library

This paper provides a brief overview of planning and implementing a project to fund library automation. It is suggested that: (1) proposal budgets should include all costs of a project, such as furniture needed for computer terminals, costs for modifying library procedures, initial supplies, or ongoing maintenance; (2) automation does not save money, it improves services, and the focus of the proposal should be on the latter; (3) cooperative projects are attractive, especially to local funders; (4) the parent institution should be approached first for funding; if funds are not available from this source, determine what restrictions, if any, the parent institution places on independent fund raising; (5) potential funders include public and private organizations, groups that have given to libraries in the past, and groups that provide support to institutions within the same geographical area as the library; (6) library friends groups are a source of financial support, and individual members may be able to help make contacts with funders; (7) the process of seeking external funds often clarifies library needs and provides an opportunity to educate and excite library users about the library and the potential for automation; and (8) a successful search for funding for library automation can create opportunities and contacts for future funding projects. (Contains 3 references.) (KRN)

ED 353 988 IR 054 364

Willis, Don
A Hybrid Systems Approach to Preservation of Printed Materials.
SPONS. AGENCY- Commission on Preservation and Access, Washington, DC.
PUB DATE- Nov 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Comparative Analysis; *Costs; *Evaluation Criteria; Information Storage; *Microreproduction; Optical Scanners; *Preservation; Standards; Technological

The University of California Catalog and Periodicals databases each have over 20 separately contributing libraries, and records for the same work can enter the MELVYL system from different campus libraries. MELVYL's goal is to have one union record for each distinct edition of a work. To promote this goal, the University's Division of Library Automation (DLA) has developed record merging algorithms that include author, title, place of publication, publisher, date, and pagination. Other data elements from the MARC record that are significant in distinguishing between different works or different editions of the same work have been added to the algorithm. This guide describes DLA's procedures for merging records, MARC fields and subfields used in merging, and bibliographic information used in merging, and provides examples of merged and nonmerged records. Records of books and in-analytic materials and records of periodicals are merged separately, and the procedures for merging records for these two formats are described separately. Some of the results of using the algorithm to merge different types of records are summarized, and it is concluded that these experiences with merging highlight how important it is to have standards for minimum record content and to use nationally- and internationally-assigned numbers for records coming into the catalog. (KRN)

ED 354 006 IR 054 382

AMERICA 2000.
PUB DATE- 93
NOTE- 121p.; Number 44 mis-dated "1992."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Action; Corporate Support; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Federal Legislation; Government Role; Library Role; National Programs; Public Schools; *School Business Relationship; *School Effectiveness; Teleconferencing; Volunteers; Volunteer Training
IDENTIFIERS- *America 2000; *National Education Goals 1990

This document consists for all 44 issues of this brief newsletter issued from its inception September 1, 1991 through its final issue, January 11, 1993. This newsletter provides information and support to groups in the AMERICA 2000 program (i.e., a program in which local groups encourage the adoption of the six National Education Goals, develop a community-wide strategy to meet the goals, design a report card to measure progress, and plan for and support a New American School in the community). Typical topics addressed include: (1) upcoming and past satellite town meetings focused on specific goals or issues; (2) upcoming and past workshops; (3) corporate participation; (4) activities of local groups; (5) award-winning schools; (6) relevant proposed legislation; (7) the New American Schools Development Corporation design teams; and (8) the role of libraries. (KRN)

ED 354 007 IR 054 384

Sylvia, Margaret
Collection Development Policy: Academic Library, St. Mary's University. Revised.
PUB DATE- 92
NOTE- 31p.; Internal title varies: "Academic Library Collection Development Policy..."
LANGUAGE- English

that their primary educational objective at JCCC had been preparation for transfer; (3) the 1,645 transfer students earned a mean cumulative grade point average (GPA) of 2.91 (4-point scale) in their JCCC courses, and 2.64 at their four-year institutions; (4) in 8 out of 10 institutional quality ratings, more students were satisfied with JCCC than with their four-year institutions; (5) receiving the most favorable ratings at JCCC were quality of instruction, convenience of class scheduling, and helpfulness of faculty; and (6) over half of the respondents indicated that JCCC had helped them develop communication skills, knowledge of arts and sciences, and greater self-confidence. Detailed data tables and the survey instrument are included. (PAA)

ED 354 023 JC 920 595

Soltz, Donald F.
Johnson County Community College and the Lives of Its Students: A Survey.
PUB DATE- Oct 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Community Colleges; Questionnaires; School Surveys; Student Attitudes; *Student Behavior; *Student College Relationship; *Student Educational Objectives; Student Employment; *Student Experience; Student Problems; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Johnson County Community College KS

In spring 1992, a study was conducted at Johnson County Community College (JCCC), in Kansas, to gather information about the lives of the college's students, focusing on how they manage the demands of school, work, and family. A survey was administered to 466 currently enrolled students, soliciting data pertaining to students' time use, expectations, and experiences at JCCC. Major findings included the following: (1) respondents spent roughly 40% of their time at home, 16% in leisure activities, 14% working outside the home, and 14% involved with schoolwork; (2) the majority of students felt that many of their personal qualities, including academic skills, were "better," or "much better" than when they first entered JCCC; (3) 40% of students reported studying harder for finals at JCCC than at their previous school, and more than 60% felt that JCCC's classes were more interesting; (4) close to 50% of respondents had problems with math in their courses, while slightly less noted trouble with test-taking; (5) about one-third of the students had smoked cigarettes at least occasionally, while only 13% reported taking an illicit drug; (6) the average female student was 26 years old and spent less time socializing and more time doing homework than male students, whose average age was 22; (7) part-time students tended to be older and more motivated, and to receive better grades than full-time students, who indicated that they spent more time studying; and (8) students with high grade point averages (GPA's) reported studying an average of over three hours more per week than those with a low GPA's. A technical supplement provides the survey instrument, a technical description of the sample and methodology, and a complete tabulation of results. (MAB)

ED 354 024 JC 920 596

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; Construction Costs; Construction Needs; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; *Facility Inventory; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida Community College at Jacksonville

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in April 1992 at Florida Community College at Jacksonville (FCCJ). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, the cooperative process used in conducting plant surveys, and the scheduling, purposes, and statutory foundation of plant surveys in the Florida community college system. Section 4 presents a historical overview of FCCJ, including its major purposes, goals and policies as they relate to the capital improvements program. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of FCCJ. Section 7 provides an inventory of existing sites and facilities, including a table of existing satisfactory student stations and space used by faculty, and a discussion of instructional and auxiliary facilities. Section 8 provides a plan for housing programs, students, and services, and section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The final section offers recommendations for specific construction, remodeling and renovating plans, as well as data on site acquisition, development, and improvement needs and costs for each campus, totaling $250,814,072 college wide. (PAA)

ED 354 041 JC 930 081

Orfield, Gary; Paul, Faith G.
State Higher Education Systems and College Completion. Final Report to the Ford Foundation.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bachelors Degrees; Budgets; College Graduates; College Transfer Students; Community Colleges; Comparative Analysis; Educational Finance; *Educational Policy; Expenditure per Student; Full State Funding; *Government School Relationship; Higher Education; High School Graduates; Role of Education; Student Characteristics; *Two Year Colleges
IDENTIFIERS- California; Florida; Illinois; Indiana; Wisconsin

In response to data indicating that states having fewer post-secondary enrollees in two-year colleges had higher baccalaureate attainment, a study was undertaken to examine the possibility that a major state commitment to community colleges

PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Allied Health Occupations Education; Career Counseling; *College Science; Community Colleges; *Dropout Prevention; *Educationally Disadvantaged; Institutional Characteristics; *Minority Groups; Nursing Education; Program Evaluation; Remedial Programs; Student Characteristics; *Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS- *City University of New York Queensborough Comm C

The College Science and Technology Entry Program (CSTEP) at Queensborough Community College (QCC) in Bayside, New York, is designed to recruit and assist minority and disadvantaged students and to encourage their enrollment in science, technology, and allied health programs. The program offers academic support services and career information to improve academic achievement, help students clarify their goals, and reduce the likelihood of attrition. Results of a longitudinal evaluation of the program, conducted 4 years after the program's inception in fall 1987, included the following: (1) as of spring 1991, 299 students had participated in the CSTEP program, of whom nearly 95% were from ethnic minorities; (2) in fall 1990, women comprised the majority of program participants for the first time; (3) one-third of all CSTEP students were enrolled in the nursing program at QCC; (4) 94.4% of program participants required remediation in at least one of the basic academic skills areas; (5) 48% of the spring 1988 cohort were retained as of spring 1991; (6) since 1987, participants' overall grade point averages (GPA's) and GPA's in their majors have improved steadily; (7) program participants at the lower end of the GPA continuum have experienced the greatest gains in overall GPA; (8) since spring 1989, the proportion of CSTEP students in good academic standing has exceeded 90%; and (9) as of spring 1991, a total of 63 degrees were earned by CSTEP participants. Flow charts, data tables, and a description of QCC and its student body are included. (PAA)

ED 354 058 JC 930 108

Zwerling, L. Steven, Ed.; London, Howard B., Ed.
First-Generation Students: Confronting the Cultural Issues. New Directions for Community Colleges, Number 80, Winter 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Students; American Indians; Asian Americans; Community Colleges; *Cultural Influences; *Cultural Pluralism; Hispanic Americans; *Minority Groups; *Nontraditional Students; Postsecondary Education; Program Descriptions; *Social Influences; *Special Needs Students; Student Needs; Two Year Colleges; Two Year College Students

Focusing on the cultural issues facing students who are the first in their families to attend college, this volume addresses the difficulties in bridging the two worlds of college and home and

ED 354 076 PS 021 095

Models for Local Planning: Child Care Planning Case Studies.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Case Studies; *Child Caregivers; *Community Involvement; *Cooperative Planning; *Day Care; Early Childhood Education; Economic Change; Economic Climate; Foreign Countries; Low Income Groups; *Needs Assessment; Questionnaires; Social Services; Surveys
IDENTIFIERS- Francophone Education (Canada); *Ontario

This document provides an overview of a survey of child care planning advisory groups in 14 cities that was conducted in December, 1991 and January, 1992. The survey sought to identify major issues related to community-based planning for child care services in Ontario, Canada. After discussing the background and history of child care planning, outlining the method for the study, and providing an overview of the results, the document presents a case study of each of the 14 planning groups. Many of the groups studied indicated that four major factors have contributed to a change in conditions surrounding child care planning. The factors are: (1) a socio-economic and political climate typified by scarce resources; (2) recognition of a need for provinces and communities to work together; (3) evidence of progress in the ability and willingness of child care and children's services groups to agree on priorities; and (4) the increasing importance of the child care issue in local political agendas. The report notes innovations that have come from the groups. (ME)

ED 354 077 PS 021 103

Loughlin, Catherine E.; Ivener, Bonnie L.
Literacy Behaviors of Kindergarten-Primary Children in High Stimulus-Level Literacy Environments. Part I: The Instruments. Part II: Environments and Literacy Behaviors.
PUB DATE- 87
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Patterns; *Classroom Environment; Classroom Observation Techniques; Elementary School Students; Environmental Influences; *Facility Inventory; Kindergarten; Kindergarten Children; *Literacy; *Measures (Individuals); Primary Education; Social Influences; *Stimuli; Test Reliability
IDENTIFIERS- Inventory of Access Displayed Literacy Stimuli; Literacy Observation Matrix; Survey of Displayed Literacy Stimuli

A study of patterns of literacy behaviors in high level literacy environments with varying levels of access to the environment began with a study of the instruments involved. Goals were to: (1) examine the reliability of the Survey of Displayed Literacy Stimuli; (2) study the correlation between scores from the Survey of Displayed Literacy Stimuli and the Inventory of Access: Displayed Literacy Stimuli to see whether they represented the same variables; (3) determine index scores for the survey and the inventory which best represented each environment's characteristics; (4) distinguish surveys that funding for the program and mandated that it be made available to all parents of children under 3 years of age, and the program's name was changed to Parents as Teachers. The program provides information and support to families through: (1) personal visits by trained parent educators who help parents address concerns such as their children's language development; (2) group meetings, at which parents and educators share strategies for coping with children at different stages of development; (3) screening of children for developmental and health problems; and (4) centers where parents can bring their children to play. An evaluation of the pilot project revealed many successful outcomes, including children's improved academic and social development and parents' improved knowledge about child rearing. The report presents descriptive measures of the program's success. The report also discusses the implications of the program for programs in other states and countries, and the future of the program in Missouri. (PM)

ED 354 097 PS 021 154

Roth, Kathleen J.; And Others
Integration from the Student Perspective: Constructing Meaning in Science. Elementary Subjects Center Series No. 63.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 98p.; For related documents in this set of papers on curriculum integration, see PS 020 998 and PS 021 155.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Cognitive Development; *Elementary School Students; Grade 5; *Integrated Activities; Integrated Curriculum; Intermediate Grades; Interviews; Learning Activities; *Science Education; Social Studies; *Student Attitudes; Writing Workshops
IDENTIFIERS- Collaborative Learning; Collaborative Writing; *Learning Across the Curriculum

As part of a larger examination of student perspectives in science, social studies and communication arts, this report summarizes yearlong classroom observations and end-of-year interviews of fifth-grade students to examine ways in which students integrated their knowledge in meaningful ways. Teacher-researchers involved in the overall project included two fifth-grade teachers, one third-grade teacher, two university professors, and three doctoral students in teacher education. Case studies of two fifth-grade students were used to examine multiple ways in which students integrated knowledge within science and across subject matter areas. The report highlights ways in which many students connected their study of perspective in social studies to their learning in science and ways in which students connected their exploration of collaboration in a writers' workshop with their science learning. The report also describes three common characteristics in the teaching of science, social studies, and a writers' workshop that help explain what enabled students to make connections within and across subject matter areas: (1) features of the learning community in each subject matter; (2) epistemological orientations of the teachers in each subject matter; and (3) curricular centrality of students' personal lives and experiences in the three subject matters. Excerpts from student interviews and an appendix of the timeline of key concepts taught concurrently in each subject matter are included. (MM)

High Schools; Public Education; Public Schools; Rural Education; Rural Schools; *Thinking Skills
IDENTIFIERS- Empowerment; *Missouri; *Outcome Based Education

Educators in Missouri must take offensive action promoting public education to counteract the negative press received nationwide in recent years. Communities should organize committees to address the needs of its students and address these needs with specific goals. Regional and state goals should also be made, keeping local goals in mind. St. James schools in Missouri have established such goals and are making progress in implementing them. One goal involves expanding curricula to maximize students' cultural and societal expertise. Students are involved in deciding curriculum offerings. A second goal emphasizes the development of thinking skills and problem solving using appropriate technologies. A third goal advocates outcome-based education. The following proposals for educational reform in Missouri are presented: (1) networking and establishment of regional educational areas; (2) qualified teachers prepared to teach in rural schools; (3) expansion of English offerings through scheduling, cross discipline teaching, team teaching, or community involvement; (4) reforms in credits for graduation; (5) sabbaticals for teachers to improve expertise; (6) development of the affective domain; and (7) empowerment for students, teachers, parents, administrators, and school boards. (KS)

ED 354 117 RC 018 952

Vakhtin, Nikolai
Native Peoples of the Russian Far North.
PUB DATE- Aug 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; *Civil Liberties; Elementary Secondary Education; Foreign Countries; History; Indigenous Populations; Language Usage; *Minority Groups; *Public Policy; *Self Determination
IDENTIFIERS- *Aboriginal People; Russia; Soviet Education; *USSR

"Northern minorities" is an official term for 26 indigenous peoples who live in a vast northern and Arctic territory (58% of the new Russia, mostly Siberia). These peoples include very different ethnic groups with different cultures and languages, but today they all live in a situation best described as "ethnic catastrophe." The period, covering the 16th-19th centuries was one of Russian colonization and annexation. From the 1920s onward, the official view in the USSR was that minority rights issues had been satisfactorily resolved through communism and the supposedly devolved administrative structure of the Soviet state. However, the rights of various nationalities existed more on paper than in practice. In the 1920s, schools were established in the North, Native languages were included in the curriculum, and 13 alphabets based on the Roman alphabet were developed for northern languages. However, in 1937, the Cyrillic alphabet was introduced and northern alphabets were outlawed. After World War II, the public policy became one of "Russification" and the unity of the Soviet people. Northern peoples were forcibly settled in villages or relocated in mixed groups to new areas. By 1970, none of the 26 ethnic languages but one were any longer used at school. From the age of 2, children were required to attend boarding schools where they were punished for speaking their own languages. The natural resources of the North were exploited without concern

Native American Languages Act of 1991. Hearings on S. 2044 To Assist Native Americans in Assuring the Survival and Continuing Vitality of Their Languages, before the Select Committee on Indian Affairs. United States Senate, One Hundred Second Congress, Second Session.
PUB DATE- 18 Jun 92
NOTE- 256p.; Reprints contain small or light print.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alaska Natives; American Indian Culture; *American Indian Education; *American Indian Languages; American Indians; Elementary Secondary Education; *Federal Aid; Federal Legislation; Hawaiians; Hearings; Higher Education; *Language Maintenance; Language Role; Language Usage; Linguistics; *Native Language Instruction
IDENTIFIERS- *Cultural Preservation; *Native American Languages Act 1992; Native Americans

In June 1992, a Senate hearing received testimony on the need for federal aid for maintenance of Native American languages. Such aid would fund community language facilities and programs, training of Native speakers as teachers, development of instructional materials, and compilation of oral materials. A speaker from the Administration for Native Americans (DHHS), while supporting the preservation of Native languages, argued that existing federal grant programs are sufficient to meet these purposes. Representatives of American Indian tribes, Alaska Native villages, and organizations discussed the connection between language maintenance and cultural preservation, the importance of both language and culture to ethnic identity and self-esteem, and the status of Native language instruction and bilingual education in their areas. Linguists described the status and viability of Native languages in the United States, and discussed the importance of the existence of a broad range of living languages to the study of linguistics. Six papers from the journal "Language" discuss language loss and endangered languages worldwide; the Hualapai Bilingual/Bicultural Education Program in Peach Springs, Arizona; the Rama Language Project in Nicaragua; the collaboration of native speakers and professional linguists in Guatemala in developing Mayan linguistics; and the human value of linguistic diversity. Also included are many supporting statements and letters from organizations and individuals. (SV)

ED 354 137 RC 018 978

Elliott, Denis S.
Hunter Ethics: A Look at Hunter Behavior and Hunter Education in the U.S. and Canada.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
PUB DATE- Aug 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conservation (Environment); *Ethical Instruction; *Ethics; Foreign Countries; *Outdoor Activities; *Outdoor Education; Surveys; *Wildlife; Wildlife Management
IDENTIFIERS- Canada; *Hunting

This study examines issues of unethical hunting practices and promotion of ethical hunter behavior in the United States and Canada. Hunter education coordinators (HECs) in all states and provinces were surveyed, with a response rate of 66 percent.

Interpret the Phenomenon of Decay: A Cross-Cultural Study.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1992). Occurrences of occasional toner streaks in document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Concept Formation; Constructivism (Learning); Curriculum Design; Elementary School Students; Elementary Secondary Education; Environmental Education; Foreign Countries; Science Education; *Scientific Concepts; Secondary School Students
IDENTIFIERS- *Biodegradation; Canada; England; United States

This document presents the results of three studies about how children interpret observations of the biological phenomena of decay. The objectives of this report were to: (1) document and compare the ideas used by elementary school children in the United Kingdom, the United States, and Canada; (2) document how these ideas changed from age 5 to 16; and (3) consider how an understanding of student ideas is helpful to teachers and curriculum designers in planning science curriculum relating to decay and cycling of matter. The methodologies and aims of the work differ in each country but are cited as complementary. In the United Kingdom, two instruments were administered to a sample (n=292) drawn from state schools, in the age range 8-16. These instruments included a writing task and interview (with photograph props); and video tape viewing followed by writing task. In the United States, the population sample (n=149), age range 5-16, was privately interviewed and audio-tape recorded. In Canada, the video instrument administered in the United Kingdom was used with students (n=125) in grades two (age 7-8) and five (age 10-12). These students were interviewed after the video tape presentation. The results conveyed many explanations of decay phenomena that made scant reference to microbial decay and cycling of matter, with a high level of relevant experiences of decay phenomena reported by the majority of students at all levels. Educational implications discussed include: (1) curriculum design, (2) planning for teaching, (3) and the classroom environment. (Contains 18 references.) (MCO)

ED 354 157 SE 053 247

Sunal, Dennis; And Others
Forest, Land, and Water: Understanding Our Natural Resources. Natural Resources Education Series.
SPONS. AGENCY- Forest Service (DOA), Washington, D.C.
PUB DATE- Aug 92
NOTE- 318p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Guides; Elementary Education; Environmental Education; Field Trips; Learning Modules; Lesson Plans; *Natural Resources; Outdoor Activities; *Science Activities; Teaching Guides; Thinking Skills; *Water Resources
IDENTIFIERS- *Forests; Stewardship

This curriculum consists of a Teacher's Guide and a series of 12 instructional modules, that are centered around concepts important in the study of national resource science. The modules are designed to supplement textbooks with activities for students in primary and middle grades (K-8). The titles of suggested that insofar as music is a universal manifestation of human sentience and is an essential feature of the culture of all peoples of all times, every individual deserves to be educated musically, and therefore music education must be an integral part of the education of all South Africans. Seven mandatory conditions are listed to insure that end. Presentations were grouped under the general headings: (1) "Overseas Presenters"; (2) "Papers Delivered to Specific Music Societies"; (3) "Panel Discussion: Perspectives on Multicultural Music Education"; (4) "Music Education in the Primary School"; (5) "Research"; (6) "Subject Music"; and (7) "General." A conference program also is included. (LBG)

ED 354 177 SO 022 606

The Role of the United States in a Changing World. Revised Edition. Choices for the 21st Century.
PUB DATE- Jun 92
NOTE- 42p.; For earlier edition, see ED 341 603.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Diplomatic History; Discussion; *Foreign Policy; *Futures (of Society); *Government Role; High Schools; High School Students; Instructional Materials; International Relations; Learning Activities; Political Attitudes; Political Issues; Political Power; Social Change; Social Studies; Teaching Methods; United States History; Units of Study; *World Affairs

This unit is designed to lead high school students to consider seriously the U.S. role in the world. At the core of the unit is a framework of choices for U.S. foreign policy. These choices, or Futures as they are called in the unit, are intended to be a vehicle to guide students through the process involved in developing a reasoned opinion on the U.S. role in the changing world. The unit includes a 5-day lesson plan, background reading highlighting three critical junctures in U.S. history, and a framework of four clearly defined alternative directions for future U.S. policy. In Future 1, U.S. citizens have a "good vs. evil" view of world affairs, and believe they have the right and responsibility to act unilaterally to try to help spread democracy and respect for human rights. In Future 2, citizens have a conventional "balance of power" view, and do not feel any fundamental change is needed in equity policies. In Future 3, people have a "globalist" view, and believe that all nations must address international problems not on their own, but cooperatively. In Future 4, U.S. citizens have an "economic" view, and believe that economic strength, not military strength, is the key to U.S. security and prosperity. A number of student activities also are provided, including a guide to help students to formulate a fifth, alternative Future of their own design, and materials for students to voice their opinions to political candidates, policymakers, and the media. (DB)

ED 354 178 SO 022 607

The Arab-Israeli Conflict: Looking for a Lasting Peace. Revised Edition. Choices for the 21st Century.
PUB DATE- Aug 92
NOTE- 62p.; For earlier edition, see ED 347 116.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

ED 354 199   SO 022 830

Destination: Nepal. Video Guide.
PUB DATE- 92
NOTE- 78p.; For related documents, see so 022 828-832. Accompanying videotape available from the producer; videotapes will be sent to the school librarian or media specialist.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; *Multicultural Education; Social Studies; Thematic Approach; Videotape Recordings
IDENTIFIERS- Global Education; *Nepal; *Peace Corps

This video guide was developed by the Peace Corps' Office of World Wise Schools. The activities it describes are designed for a 3- to 5-day unit on Nepal, one of the Peace Corps' oldest countries of service. The guide is for use in conjunction with the videotape, "Destination: Nepal." Through study of the tape and guide, students will be able to: (1) describe Nepal in terms of cultural and geographic diversity; (2) compare and contrast aspects of Nepalese and U.S. life; and (3) relate the fundamental themes of geography to Nepalese culture and geography. Separated into Level A (grades three through five), Level B (grades six through nine), and Level C (grades 10 through 12), the guide includes information for teachers, worksheets, and suggestions for using the worksheets. Fifty-two references are included. (LBG)

ED 354 200   SO 022 831

Destination: Sri Lanka. Video Guide.
PUB DATE- Apr 92
NOTE- 86p.; For related documents, see SO 022 828-832. Accompanying videotape available from the producer; videotapes will be sent to the school librarian or media specialist.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; Audiovisual Aids; Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Geographic Concepts; *Geography Instruction; Letters (Correspondence); Multicultural Education; Social Studies; Thematic Approach
IDENTIFIERS- Global Education; *Peace Corps; *Sri Lanka

This video guide was developed by the Peace Corps' Office of World Wise Schools. The activities it describes are designed to supplement elementary and secondary students' exploration of South Asia and to enhance their correspondence with a Peace Corps volunteer. Used in conjunction with the videotape "Destination: Sri Lanka," the activities in the guide provide students with the opportunity to: (1) identify similarities and differences between their lives and the lives of young people in another country; (2) apply fundamental geographic themes to Sri Lanka; and (3) research the geography and culture of the Peace Corps volunteer's host country. Teachers should select tasks from each section that are most appropriate for the interest and experience levels of their particular students. For ease of selection, activities and worksheets are arranged first by level and then by topic. A list of 56 references and 5

Teacher Attitudes; *Student Teacher Evaluation; *Student Teachers; *Teaching (Occupation); *Teaching Experience
IDENTIFIERS- Saskatchewan

This study focused on information provided by cooperating teachers and student teachers (N=140) in a 2-week student teaching experience for second year secondary students in the teacher education program at the University of Saskatchewan. The analysis focused on cooperating teachers' comments on the evaluation form; this information is compared to student teachers' perceptions as written in their analysis of the experience. Further analysis reviewed the cooperating teachers' comments on the students potential to become a secondary teacher. The comments included such areas as attitude, initiative, responsibility, maturity of interaction with students and effectiveness of communication. The information collected also indicates the extent to which the three objectives of the student teaching experience were met. The objectives are: (1) to allow students to decide if they wish to continue in education; (2) to allow the College of Education to identify students who should not continue; and (3) to provide experiences which will make third year education courses more meaningful. (Author/LL)

ED 354 220 SP 034 297

Barnett, Don C.; Bayne, E. Lynn
Reflection and Collaboration in the Practicum: The Mayfair Project. Monograph No. 14.
PUB DATE- Jun 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperating Teachers; Demonstration Programs; Elementary Education; *Evaluative Thinking; Feedback; Foreign Countries; Higher Education; *Internship Programs; Journal Writing; Practicums; Preservice Teacher Education; *Program Evaluation; Student Teacher Supervisors; *Teaching Experience
IDENTIFIERS- *Collaboration for Improving Teacher Educ SK; *Reflective Analysis; Saskatchewan

This paper describes a pilot project in which interns were clustered in an elementary school in Saskatchewan (Canada) to work in collaboration with the teaching staff toward school goals as well as internship goals. The role of the college supervisor was primarily one of supporter, problem-solver, resource provider, and idea stimulator. The working relationship between teacher and intern moved through three phases focusing on: (1) specific feedback based on technical data collection; (2) exploration of ideas and alternative approaches; and (3) interpretation and reflection. Reflective journal writing focusing on descriptive, analytical, and affective levels of reflection was on-going throughout the internship. Feedback indicated a positive perspective on the experience by both interns and teachers. Some adjustments for the three days of inservices were recommended, positive feelings for peer support and peer coaching ranged from very little to substantial, and suggestions for changes in another school undertaking a similar project were provided. The project concluded that a successful practicum is enhanced if the process is perceived within the framework of the total school program and a paradigm of collaboration and experimentation is established at the outset. (Author/LL)

Skipper, Charles E.
Preservice Teachers Preference for Course Learning Activities.
PUB DATE- Oct 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, 1989). For a related document, see SP 034 361.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; College Freshmen; College Juniors; College Seniors; College Sophomores; Educational Objectives; *Educational Planning; *Education Courses; *Education Majors; Elementary Secondary Education; Higher Education; Learning Activities; Preservice Teacher Education; Sex Differences; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Preference Data; *Preservice Teachers

This study was conducted to determine if relationships exist between preservice teachers' preferences for instructional methods, course goals, and learning activities and university level, gender, and teaching level interest. A learning preference questionnaire was administered to 121 freshmen, 165 sophomores, 165 juniors, and 100 seniors all enrolled in teacher education courses. A number of clear preferences for instructor behaviors and course learning activities were discovered. For example, women prefer instructors who exhibit high levels of teaching skill; first year students prefer structured college classes; elementary school majors prefer expressive learning options; first year students do not prefer the use of outside speakers; men prefer structured grading practices with objective as opposed to essay tests, and mid-term and final examinations as the basis for course grades. Results suggest that college instructors' planning could reflect this information, presenting courses that take these preferences into account. Additional research should seek to determine which instructional preferences, when provided for in courses, increase satisfaction, motivation, and cognitive complexity. (Contains 11 references.) (LL)

ED 354 240 SP 034 362

AIDS Instructional Guide Grades K-12, Supplement. Health.
PUB DATE- 92
NOTE- 54p.; For the instructional guide, see ED 291 708.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adaptive Behavior (of Disabled); Classroom Techniques; Elementary Secondary Education; *Health Education; *Instructional Materials; Learning Strategies; *Special Education; Special Education Teachers; *Special Needs Students; State Curriculum Guides

This guide is designed to provide general and special education teachers with suggestions and information to meet the needs of students with handicapping conditions receiving instruction about Acquired Immune Deficiency Syndrome (AIDS). This supplement is to be used in conjunction with the AIDS Instructional Guide Grades K-12, to ensure that all information about AIDS (the nature of the disease, methods of transmission and methods of prevention) is conveyed within a comprehensive health education program emphasizing positive behaviors for all students. An introduction describes how the supplement is to be

NOTE- 21p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 3-5, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); *Accrediting Agencies; Construct Validity; *Curriculum Evaluation; Educational Change; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; *Evaluation Problems; Higher Education; Secondary School Teachers; *Teacher Education Programs
IDENTIFIERS- *Knowledge Base for Teaching; National Council for Accreditation of Teacher Educ; Reform Efforts; *Standard Setting; Subject Content Knowledge

The revised standards used by the National Council for Accreditation of Teacher Education (NCATE) embody several departures from past standards. One difference is that they oblige units to focus on the knowledge bases pertinent to professional preparation for education. The concept of knowledge bases is explored, and implications for the construct validity of the NCATE assessment process are examined. To pin down exactly what is meant by knowledge bases is a difficult task, and to demand that units structure their programs around knowledge bases is equally difficult. It is implicit in the standards that explicit knowledge bases are a necessary characteristic of quality programs, but there is no research to support the idea that programs based on explicit knowledge bases necessarily produce better teachers than do programs with no explicit knowledge base. The current reliance of the NCATE process on the construct of knowledge bases prompts doubts and highlights the need for an increase in conversation about the construct validity of the NCATE process itself and inferences drawn from it. Eighteen references are included. (SLD)

ED 354 259 TM 019 519

Schenck, E. Allen
Summary of Recommendations Regarding Chapter 1 Assessment from Selected Sources. Prepared for the Advisory Committee on Testing in Chapter 1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 28 Sep 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Compensatory Education; *Economically Disadvantaged; *Educational Assessment; Educationally Disadvantaged; Educational Policy; Educational Technology; Elementary Secondary Education; Federal Legislation; *Federal Programs; *Guidelines; Literature Reviews; *Policy Formation; Program Effectiveness; Test Use
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; Performance Based Evaluation; Testimony

Six documents were reviewed and recommendations relevant to the work of the Advisory Committee on Testing in Chapter 1 were summarized. A brief description of a framework for discussing different uses of assessment is followed by specific recommendations from each of the following sources: (1)

IMPACT II: A Network for Innovation and Growth: 1991.
PUB DATE- 92
NOTE- 44p.; Supported by a grant from the Fairfax County Public Schools Education Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catalogs; Creativity; *Curriculum Development; Educational Change; *Educational Innovation; Elementary Secondary Education; Incentive Grants; *Instructional Innovation; Preschool Education; Program Descriptions; Recognition (Achievement); *Secondary School Curriculum; *Teacher Developed Materials; Teacher Role
IDENTIFIERS- *Fairfax County Schools VA; *IMPACT II

This publication describes award winning IMPACT II projects developed by teachers in the Fairfax County (Virginia) Public Schools in 1991. IMPACT II is a teacher program that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, professional development, teacher recognition, and discretionary funds for teachers. IMPACT II enables teachers to share professionally with each other and to serve as teacher leaders. The projects highlighted were funded by grants to teachers who sought to develop their own creative and innovative ideas or to purchase materials to enhance their teaching. The publication opens with a description of the type of grants available, which include developer grants to those developing a program and adaptor grants for teachers wishing to adapt programs in the catalog to their classrooms. The document describes programs funded in 1991 organized by school level: (1) preschool; (2) elementary school; (3) intermediate school; and (4) secondary school and high school. Each description names the teacher who developed the program; describes the program, students, staff, materials, facilities, and outside resources needed; and discusses the program's overall value. Names, telephone numbers, and addresses of the program developers are provided. Also more briefly noted are adaptor grants listing the project adapted, the originator of the project, the name of the adaptor, a short description of the project, and information for contacting the adaptor. (JB)

ED 354 278 UD 028 917

Huang, Zheng Sen
Results of the Primary Assessment Program 1989.
PUB DATE- 90
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Achievement Tests; *Educational Assessment; Educational Quality; Educational Trends; *Elementary School Students; Foreign Countries; Intermediate Grades; Junior High Schools; Junior High School Students; *Mathematics Achievement; *Reading Achievement; Scores; Testing Programs; Test Items; *Test Results; Test Use; Urban Schools
IDENTIFIERS- *Australia (Northern Territory)

This report presents the results and sample items of a reading test and a mathematics test administered to Year 5 and Year 7 primary level students in 1989 in the Northern Territory of Australia. The Primary Assessment Program (PAP) monitors achievement in English and Mathematics in urban schools. All students in Years 5 and 7 are tested in reading and mathematics includes both historical perspectives and current knowledge about the social, emotional, and psychological worlds of adolescents. The second section provides prevalence rates of the number of adolescents in need of help. The third section reviews the literature on adolescent stress and coping in order to provide a context with which to perceive how adolescents adapt to developmental and environmental stresses. The fourth section explores empirical research on adolescent help-seeking and social support. In the fifth section, some information regarding the adult's perspective about adolescence in general is provided. A conclusion outlines suggestions for the planning of mentoring programs for adolescents based on some conclusions drawn from the reviewed research. A 241-item list of references is included. (JB)

ED 354 296 UD 029 057

Ayers, Don; And Others
A Study of the Participation and Achievement of Black, Hispanic and Female Students in Mathematics, Science and Advanced Technologies in Virginia Secondary Schools.
PUB DATE- Apr 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Black Students; Enrollment; *Females; *Hispanic Americans; Magnet Schools; Males; *Mathematics Achievement; *Racial Differences; Science Education; Secondary Education; Secondary School Students; *Sex Differences; Statistical Analysis; Student Participation; Technology Education; White Students
IDENTIFIERS- Hispanic American Students; *Science Achievement; Virginia

This study conducted a statistical analysis to look at the participation and achievement of Black, Hispanic, and female secondary education students in mathematics, science, and advanced technology programs in schools in Virginia, compared to those of White students and male students. In particular, the study applied descriptive and inferential statistical methods to develop percentages, frequencies, means, and binomial proportionality statistics using data collected via the Student Enrollment Survey and the Virginia Vocational Education Reporting System. For measures of student achievement, the study analyzed data on awarding of diplomas, scores from a national assessment, enrollment in five Virginia magnet schools, scores on a State Assessment Program instrument, participation in student science competitions, and enrollment in advanced programs. The analysis found that Black and Hispanic students were participating and achieving at rates lower than were White students; the difference in both participation rates and achievement was greater for Black students than for Hispanic students; and female students participated and achieved on a par with male students in most facets of mathematics and science studies. Six appendixes present statistical analyses of enrollment data, the Virginia State Department of Education work plans, a student enrollment survey form, statistical summaries, Virginia science and technology magnet school enrollment data, and a list of secondary school course offerings. A 16-item bibliography is included. (JB)

DESCRIPTORS- Curriculum Design; Educational Policy; Elementary Education; *FLES; Immersion Programs; Language Research; Models; *Program Descriptions; *Program Development; *Program Implementation; *Second Language Learning; Second Language Programs; State Programs; Statewide Planning; *Teacher Education
IDENTIFIERS- Georgia; North Carolina

This resource book addresses many of the factors involved in establishing and maintaining an elementary school foreign language program. Chapter 1 provides information on various program models. Chapter 2 addresses program issues, such as establishing a program rationale and choosing the language or languages to be taught, in order to provide decision makers with sources of information. Chapter 3 discusses teacher preparation, while chapter 4 contains a summary of recent reports and policy statements related to elementary school foreign languages, and a list of national and state initiatives. Chapter 5 lists a wide variety of resources, such as books dealing with elementary school foreign language instruction, curriculum materials, lists of professional organizations, language conferences, and publishers of materials for elementary foreign language programs. The appendix contains sources for networking; a list of total and partial immersion programs in U.S. elementary schools; and a working bibliography on research regarding language in the elementary school. (VWL)

ED 353 850 FL 021 019

Bennicke, Annette
"Dieu a cree la femelle, l'homme a fait la femme." En rekognoscering i dansk og undenlandsk konssprogsforskning ("God Created the Female, Man Created Woman." A Reconnaissance in Danish and Foreign Research on Sex Differences and Language). ROLIG papir 32.
PUB DATE- 84
NOTE- 160p.; Title page varies slightly.
LANGUAGE- Danish; English; Norwegian; Swedish; French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Communication (Thought Transfer); Cultural Influences; *Danish; Elementary Secondary Education; Females; Foreign Countries; Language Acquisition; *Language Research; Males; Norwegian; Proverbs; *Sex Differences; Sex Discrimination; *Sex Role; Socialization; Uncommonly Taught Languages; Verbs

Research on sex differences and language includes the following (many titles are English translations): "Language--The Child, the Women, the Family"; "Woman and Man"; "In Society's Words"; "The Life of Words"; "Verbs and Women"; "Lines from a Ladies Luncheon"; "The History of the Danish Language"; "How Sex Roles Are Represented and Conserved in the Norwegian Language"; "The Feminine Deviation"; "Words and Women"; "He Sex, She Sex, and Sex Roles"; "Sex Differences in Human Communication"; "Sexism and Language"; "Project Genus--a Presentation"; "Language Learning and Sex Differences"; "Men and Women's Understanding of Language"; "Language and the Woman's Place"; "Male/Female Language"; "Women's Language or Powerless Language"; "Sex and Language Acquisition--Is There Any Influence?"; "Interaction: The Work Women Do?"; "Body Politics"; "Sex Differences in Nonverbal Communication. An Alternative Perspective"; "Therefore, Women Struggle"; The View from the Female Universe--An Analysis of EVA"; "Literary Sex Roles"; "Pictures of Women in Proverbs, Winged Words and Firm Phrases"; "Of Course Women Say the Most, Say Men"; "The Social Relation--Qualitative and Morton Owen Schapiro. The paper argues that transferring costs to federal government programs will ensure that equal opportunity and human capital development are national concerns whose cost should be paid for by the government. Under this plan the federal aid programs would be restructured so that the maximum federal aid grant for undergraduate students would be at a level approximating the actual annual cost of a year's education at a typical, public 2-year college. In addition, reform of loan programs would mean unsubsidized loans. Grants would be made to those who need subsidies and loans to those who need credit and some of each to those who need both. The increased cost of federal programs could be offset by higher state tuition revenues and thus could reduce the total taxpayer-borne cost of higher education by about 12 billion dollars. Further sections discuss how the plan would increase access to private colleges, the impact for non-traditional students, and budgetary and enrollment implications. (JB)

ED 353 870 HE 026 080

Serafin, Ana Gil
Charismatic Behaviors and Traits of Future Educational Leaders.
PUB DATE- Oct 92
NOTE- 19p.; Paper Presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 14-16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Comparative Analysis; Educational Administration; Graduate Students; Higher Education; *Individual Characteristics; Leaders; *Leadership; *Leadership Qualities; *Leadership Styles; *Personality Traits; Questionnaires; Research
IDENTIFIERS- *Charisma; Charisma Potential Scale

This paper examines the charismatic behaviors and traits entering graduate students bring to their training as future educational leaders and explores the differences in gender, age, marital status, position held, and sibling ranks of entering graduate students regarding charismatic behaviors and traits. The exploratory descriptive study examined two groups totalling 85 students enrolled in an introductory leadership course at a medium sized midwestern university. The primary instrument used was the 30-item Charisma Potential Scale administered after students had completed an educational session involving a discussion of charismatic leadership and an examination of charismatic traits of famous leaders. It was concluded that: (1) entering master students choosing to become educational leaders possess identifiable charismatic behaviors and traits; (2) there are no significant differences in charismatic behaviors and traits by individual gender, job position, and sibling ranks; and (3) age factors can influence charismatic behaviors and traits of the individual since younger individuals tended toward higher charisma potential scores. Contains 13 references. (GLR)

ED 353 871 HE 026 125

Sikula, Robin D.
Students in the Humanities.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Higher Education; Mathematical Formulas; Policy Formation; *Public Colleges; School Policy; *Statistical Analysis; *Student Costs; Student Financial Aid; Surveys; *Tuition
IDENTIFIERS- *Massachusetts; *Minnesota; Tuition Formulas

This paper consists of results of a state survey and case studies of Minnesota and Massachusetts, two states with recent histories in implementing tuition formulas. Both case studies are discussed within the context of state fiscal conditions and appropriations. The survey revealed that 16 states are attempting to establish an enduring rationale for their tuition levels by utilizing a pre-set number to serve as a yardstick for setting tuitions. The report attempts to assess, among other things: (1) Whether tuition formula systems succeed in bringing policy rationales and predictability to the state financing structure; (2) Whether tuition formulas also may cause consequences that are not positive in terms of access and quality; and (3) Whether there are ways to maximize positive consequences and minimize the negative. Among the study's conclusions are that: percent-of-cost formulas may bring a sense of predictability to the institutional funding process without leading to higher than average tuition hikes; that such formulas do not result in an overall decline in access nor confer advantages on private institutions; that such formulas, however, do not appear to lead to more stable support for public institutions and students; and that student aid benefits may not keep pace with formula generated tuition increases. Four major recommendations propose: (1) an interlocking formula for appropriating funds to public institutions; (2) an interconnecting state policy for setting financial aid benefits; (3) protections against steep tuition increases; and (4) provision for a follow-up assessment of enrollment trends. The appendix provides a summary of the results of questionnaires and phone interviews used to collect data in the other 14 "tuition formula" states. A bibliography of 12 references is attached. (GLR)

ED 353 889 HE 026 145

Elam, Houston G.
Joint Venture Partnerships: A Scarce Funds Approach to Acquiring and Operating New Facilities at State Colleges and Universities.
PUB DATE- 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Buildings; Cooperative Planning; Educational Facilities; *Educational Facilities Planning; Educational Finance; *Financial Needs; *Government School Relationship; Guidelines; Higher Education; *Local Government; *School Community Relationship; *State Colleges
IDENTIFIERS- Black Hills State College SD; Southeast Missouri State University; University of Nebraska

This book explores partnerships between state colleges and universities and local governments to build and operate facilities in light of increasingly scarce funds at the institutions. With new partnerships, institutions risk losing authority over new facilities, but the benefits of joint partnerships far outweigh the risks. Examined are three case studies involving Southeast Missouri State University, Black Hills State University in South Dakota, and the University of

Report of the Senate Committee on Post Audit and Oversight.
Senate No. 1820.
PUB DATE- Oct 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Boards of Education; Donors; Educational Finance; *Endowment Funds; Fund Raising; Government Role; Higher Education; Philanthropic Foundations; *Public Colleges; School Funds; *State Colleges; *State Universities; Trustees
IDENTIFIERS- *Massachusetts

This Massachusetts Senate committee study examined public endowment fund development at public institutions of higher education in the state in comparison with institutional development at institutions in other states. The study used data from the Massachusetts Attorney General's Division of Public Charities, from colleges and universities, from meetings with institutional development personnel, and from the National Center for Education Statistics and the National Association of College and University Business Officers. Principle findings included the following: (1) compared to other states, Massachusetts has not built successful endowment funds for its public higher educational institutions; (2) the public higher education system in Massachusetts and its alumni are relatively young, and public schools face competition from private schools for contributions and donations; (3) most of Massachusetts' endowment development efforts have come from the institutions themselves, with significant assistance from the state level; (4) the Board of Regents should actively promote fund raising and endowment development; (5) the legislature should clarify the oversight authority of the Board of Regents; and (6) the legislature should provide matching dollars to stimulate fund raising and endowment development. Appendixes contain information on endowment fund balance, full time equivalent students, Massachusetts foundations, and total foundation assets. (JB)

ED 353 909 HE 026 167

Saint, William S.
Universities in Africa: Strategies for Stabilization and Revitalization. World Bank Technical Paper No. 194, Africa Technical Department Series.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Dec 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Administration; *Developing Nations; Donors; *Educational Change; Educational Finance; Educational Quality; Enrollment; Equal Education; Foreign Countries; Governance; Government School Relationship; Graduate Study; Higher Education; Program Effectiveness; Public Policy; Relevance (Education); Undergraduate Study; *Universities
IDENTIFIERS- *Africa

This publication presents the results of a study on how to overcome the current crisis of quality, relevance and finance in African universities. The analysis developed from the 1988

Aid; Vocational Schools
IDENTIFIERS- *Washington

This publication, one in a series of biennial reports, reports on the status of and projections for higher education enrollments in the state of Washington. The main sources of enrollment data included in this report are from the State Board for Community and Technical Colleges Management Information System and from the Higher Education Enrollment Reports covering four-year public institutions and branch campuses. Additional data were provided by individual institutional admissions offices, registrars, and research offices of all public and private four-year institutions and vocational-technical institutes and other agencies. Following a brief introduction in chapter 1, chapter 2 covers state enrollment highlights. Chapter 3 details student characteristics for public community colleges (Fall 1991) and for four-year public universities (Fall 1992). Chapter 4 shows actual and budgeted full-time equivalents of personnel at state 2-year and 4-year institutions. Chapter 5 looks at baseline fall enrollment projections for 1993-94 to 2020-21. Chapter 6 contains an applications match study of student financial aid indicating the level of unmet need. Chapter 7 shows county participation rates. Chapter 8 offers state education attainment data and state participation rates as compared to national averages. Extensive appendixes contain historical and current enrollment statistics and supporting and miscellaneous data for the enrollment projections. (JB)

ED 353 928 HE 026 189

Skipper, Charles E.
Conceptual Level Development in Higher Ability College Students.
PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *College Freshmen; College Instruction; *College Seniors; Educational Environment; Higher Education; Honors Curriculum; Independent Study; *Learning Strategies; Maturity (Individuals); *Student Attitudes; *Student Development; Teaching Methods
IDENTIFIERS- *Conceptual Level; *Miami University OH

This study investigated the amount of structure preferred by college students in a learning environment and evaluated responses using a notion of conceptual level. The theory of conceptual level suggests that students at higher conceptual levels prefer more independence and less structure in learning while students at lower conceptual levels prefer to learn with more structure and instructor control. Subjects of the study were first year and senior Honors Program students at Miami University (Ohio) who responded to the Course Learning Activities Questionnaire developed to measure preference for college level teaching methods such as lecture, discussion, independent study, case studies, and teaching. Comparisons between the two groups were made using t-tests and discriminate analysis. Findings indicated that first year students preferred learning by the lecture method, learning facts, and taking objective examinations while senior honors students preferred independent study where library resources were used, and critical written evaluations of material research were used to evaluate course outcomes. A discriminate function of 10 items with the federal government the report looks at six main areas: (1) limits, and the new resource environment; (2) education, and the importance of teaching; (3) public trust, and restoring confidence in the universities; (4) investments, and federal support; (5) two cultures: university and industry; and (6) scientific talent and how to tap into it. In discussing economic limits the report notes the central importance of research in an increasingly competitive world and urges strategies to maintain the high quality of postsecondary education. With regard to the education role of RIUs the report argues for increased involvement with teaching. In looking at shaken public confidence due to cases of scientific misconduct and misuse of federal funds the report calls for establishing effective measures to maintain intellectual and fiscal integrity. A discussion of federal support for RIUs' continued investment in sciences and technology research argues against cost-sharing, and for long-term funding criteria. In exploring the relationship between universities and industry the report urges a wide range of concerted actions and the exchange of scientists and engineers at all levels. Finally, in a look at tapping the nation's talent base, the report suggests identifying and supporting the development of scientifically-gifted children from an early age. (JB)

ED 353 947 HE 026 209

Case Study for FORD/SHEEO Project on Systemwide Database and Institutional Support for Minority Student Achievement.
PUB DATE- 31 Aug 90
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Persistence; Administrator Attitudes; College Students; Community Colleges; *Data Analysis; *Databases; Data Collection; Educational Environment; Higher Education; *Information Dissemination; *Minority Groups; Public Colleges; *School Holding Power; Student College Relationship; Teacher Attitudes
IDENTIFIERS- *Colorado

This study evaluated the first phase of a three-phase project to improve baccalaureate achievement rates of minority students in Colorado. The activities of the first phase included gathering more and better data on the progress of students, analyzing those data, and using that analysis to choose and visit institutions that seem to be succeeding with minority students. The evaluation of the data gathering process for a Cohort Tracking System on student performance in Colorado institutions of public higher education indicated that Colorado had an effective decision-making support system for interfacing various data resources and that all available data from 1986 to 1990 could be loaded. During the first year of operation 3 years of data were loaded, resulting in approximately 175,000 master records on students. In addition, after the first year of use retention measures were developed and the capacity to produce a variety of types of reports and studies was established. Evaluation of the minority retention measures and their implementation found that few institutions had large entering cohorts of minority students and that retention needed to be defined differently for 4-year and community colleges. Evaluation of the campus visits found that, though certain campus efforts were important, faculty and administrators felt that, ultimately, solutions were beyond their control or out of

NOTE- 8p.; For related guides, see IR 015 929-930. Equipment and supplies catalog pages were removed prior to filming.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Aids; *Display Aids; Educational Media; Guidelines; Illustrations; Instructional Materials; *Material Development; Meetings; *Production Techniques; *Visual Aids; Visual Stimuli
IDENTIFIERS- *Flip Charts

Designed to help create effective flip chart presentations, this guide contains the basic techniques and helpful hints necessary to produce professional, attention-getting flip charts in a step-by-step procedure format. Five topics are addressed in the guide: (1) eight steps to a successful meeting presentation; (2) advantages of flip chart presentations; (3) how to design a flip chart; (4) guidelines for professional looking flip charts, including lettering, color, and nonverbal symbols; and (5) special presentation effects, including reveals and orchestration of visuals. (ALF)

ED 353 967 IR 015 929

How To Prepare Effective Overhead Projector Presentations: One Picture Is Worth a Thousand Words.
PUB DATE- Jun 92
NOTE- 12p.; For related guides, see IR 015 928-930. Equipment and supplies catalog pages were removed prior to filming.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Aids; *Display Aids; Educational Facilities Design; Educational Media; Guidelines; Illustrations; Instructional Materials; Material Development; Meetings; *Overhead Projectors; *Production Techniques; *Transparencies; *Visual Aids; Visual Stimuli
IDENTIFIERS- Liquid Crystal Displays

Designed to help create effective presentations, this guide describes the basic techniques and provides hints for producing professional, attention-getting overhead transparencies in a step-by-step procedure format. Eight topics are addressed in the guide: (1) eight steps to a successful meeting presentation; (2) advantages of overhead projection; (3) the overhead projector; (4) planning the meeting room, including screen size, types of screens, and room arrangements; (5) how to make overhead transparencies, including planning, lettering, figures, and color; (6) organization and layout, including headings and composition; and (7) mounting transparencies (special visual effects, including overlays, disclosures, graphs, and liquid crystal display panels). (ALF)

ED 353 968 IR 015 930

LCD Panels: Vivid Presentations Using Your Overhead Projector and Your Computer.
PUB DATE- Oct 92

Advancement
IDENTIFIERS- *Digital Imagery; *Printed Materials

Intended to stimulate thought and discussion, this report compares micrographics and digital imaging as tools for the preservation of printed materials. The topics covered include: (1) the advantages and disadvantages of each technology; (2) trade-offs involved in selecting one technology over another; (3) benefits of using a hybrid approach; (4) whether the page should be captured first to film and converted to digital, captured digitally and converted to film, or whether the two can be done simultaneously; (5) the options for converting from film to digital and back again; (6) cost factors, including how to maximize image quality while minimizing cost; (7) the roles of ASCII text and OCR (optical character recognition); (8) resolution issues for each technology; and (9) standards. It is concluded that microfilm will preserve printed materials very well and that the equipment needed to transfer this material to other media will be available for centuries; and that optical storage can be considered on a selective basis provided there is a plan to recopy the media prior to any substantial degradation and before the technology becomes obsolete. It is recommended that, for the longer term, practitioners should immediately begin planning for, and designing, the hybrid archival preservation system of the future. It is suggested that such a system could combine the strengths of micrographics with digital imaging, which contributes access, distribution, and transmission strengths. A discussion of digital imaging resolution, a summary of alternative storage possibilities, data storage costs in a variety of formats, a comparison of film and digital costs, and a list of resources for equipment performance standards are appended. Examples of images copied using different media are also provided. (KRN)

ED 353 989 IR 054 365

Lance, Keith Curry; And Others
The Impact of School Library Media Centers on Academic Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 90
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; Course Integrated Library Instruction; Elementary Secondary Education; *Financial Support; High Risk Students; *Instructional Effectiveness; *Learning Resources Centers; Librarians; Library Collections; Library Research; Library Role; Library Services; *Media Specialists; *Predictor Variables; Program Evaluation; Public Schools; School Libraries; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Librarian Teacher Cooperation

This study provides evidence of the positive impact of library media centers (LMCs) on academic achievement in 221 Colorado public schools during the 1988-89 school year. The importance of the library media specialist's instructional role is also verified. In contrast to previous research on the relationship, this study uses schools rather than students as units of analysis, considers service outputs as well as resource inputs, and rules out the effects of selected school and community conditions which might have explained away this relationship.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Libraries; Evaluation Criteria; Government Publications; Higher Education; *Intellectual Disciplines; *Library Collection Development; Library Collections; *Library Material Selection; Nonprint Media; Users (Information)
IDENTIFIERS- *Library Policy; Print Media; Saint Marys University of San Antonio TX; *Special Collections (Library)

This guide spells out the collection development policy of the library of St. Mary's University in San Antonio, Texas. The guide is divided into the following five topic areas: (1) introduction to the community served, parameters of the collection, cooperation in collection development, and priorities of the collection; (2) considerations in collection development, including maintaining the collection, gifts, bibliographic instruction, circulation, and intellectual freedom; (3) selection of materials, including responsibility for selection, selection aids, and criteria for selection of printed materials and special formats; (4) special collections within the library, including government documents, manuscripts and rare books, juvenile literature, curriculum materials, leisure reading, and theses and dissertations; and (5) specific subject areas in the collection, including general works and 31 subject areas divided according to the Library of Congress classification system (i.e., philosophy, psychology, religion, history and geography, social sciences, statistics, economics, business, accounting, sociology, political science, international relations, law, education, music, fine arts, language, drama, literature, mathematics, computer science, physics, chemistry, earth sciences, biology, medicine, agriculture, technology, military science, naval science, and bibliography and library science). (KRN)

ED 354 008 IR 054 385

The Commission on Preservation and Access Newsletter, 1992.
PUB DATE- 92
NOTE- 50p.; For newsletter issues 1-40, see ED 352 994.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Conferences; Donors; Grants; Higher Education; Library Cooperation; *Library Materials; Organizational Communication; *Preservation
IDENTIFIERS- *Library Materials Conservation

This document consists of all 11 issues of this newsletter published in 1992 (Nov.-Dec. was a combined issue). This newsletter reports on cooperative national and international preservation activities and is written primarily for university administrators and faculty, library and archives administrators, preservation specialists and administrators, and representatives of consortia, governmental bodies, and other groups sharing Commission on Preservation and Access goals. Topics addressed by the 1992 issues include: (1) organizational activities, such as task force reports and conferences; (2) funding opportunities; (3) grants awarded to the commission and a list of institutional sponsors; (4) reviews of research and scientific reports on topics pertaining to preservation; (5) activities of allied organizations; and

Educational Plant Survey. Florida Keys Community College. November 18-20, 1992.
PUB DATE- Nov 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; *Facility Inventory; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida Keys Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in 1992 at Florida Keys Community College (FKCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 of the plant survey report provide background information on the survey team, procedural policies, the cooperative process used in conducting plant surveys, and the scheduling, purposes, and statutory foundation of plant surveys in the Florida community college system. Section 4 contains a historical overview of the college, including a discussion of FKCC's goals, objectives and policies as they relate to the capital improvements program. Section 5 presents an analysis of FKCC's student population, including enrollment and projections, while section 6 focuses on programs and their space needs. In section 7, an inventory of existing sites and facilities is provided, including a table of satisfactory student stations and space used by facility. Section 8 contains the recommended plan for housing programs, students, and services in the coming 5 years. Section 9 analyzes capital outlay finances, including revenue sources for capital outlay. Finally, section 10 offers recommendations for educational plants, site improvement, remodeling, renovation, and new construction, and provides standard collegewide recommendations. The plan recommends $7,884,935 worth of work during the 5-year period between 1992 and 1997. (MAB)

ED 354 025 JC 930 001

Report for Florida Community Colleges: The Fact Book, 1991-92.
PUB DATE- 92
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Degrees (Academic); Educational Finance; *Enrollment Trends; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; *School Statistics; State Surveys; Student Characteristics; Tables (Data); Teacher Salaries; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Florida

Designed to convey timely, accurate, and comparative information about Florida's 28 community colleges, this fact book provides in response to demands for access means lower baccalaureate completion rates. The study compared Florida and California, states with the heaviest reliance on community colleges in highly selective and stratified systems of higher education, with Indiana, Wisconsin, and Illinois, states with more accessible four-year institutions and varying reliance on community colleges. Baccalaureate completion rates were determined by dividing the number of four-year college graduates by the total higher education enrollment. The study report examines the demographic characteristics of high school graduates from 1980-82 who attended post-secondary institutions, and the relationship between student characteristics and choice of post-secondary institutions. Next, detailed descriptions are provided of the systems of higher education in Florida, California, Illinois, Indiana, and Wisconsin. The report then examines college attendance patterns and baccalaureate completion rates in each of these states between 1975 and 1988. The final sections of the report provide study findings, examine the impact of state funding structure on completion rates, and present policy recommendations. Principal findings indicate that states with a greater commitment to community colleges have lower levels of baccalaureate completion, and that neither higher state expenditures per student nor lower tuition increases completion rates. Data tables and an 81-item bibliography are included. (PAA)

ED 354 042   JC 930 082

Stonebreaker, Kristen M.
An Analysis of Selected California Community College Faculty Members' Perceptions of Challenges Experienced during the First Year of Hire.
PUB DATE- 91
NOTE- 151p.; Ed.D. Dissertation, University of San Diego.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *College Faculty; Community Colleges; *Employment Problems; Full Time Faculty; Mentors; Program Evaluation; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Behavior; Teacher Employment; Teacher Morale; Teacher Orientation; Teacher Response; Teacher Welfare; Teaching Conditions; *Teaching Experience; Two Year Colleges; *Vocational Adjustment
IDENTIFIERS- *California Community Colleges

A study was conducted to examine the challenges and sources of support of new community college instructors during the first year of hire. Specifically, the study examined the problems new faculty encountered with regard to students, teaching load, collegial relationships, administration or college governance, and faculty organizations; the effect of institutional size and previous teaching experience on the problems encountered; and the things which new faculty found helpful during the first year of hire. Study participants were 19 full-time, tenure-track, teaching faculty hired in fall 1989 at one of three community colleges in California: an urban-centered college in a multi-college district employing 150 full-time faculty; and 2 suburban, single-college districts, employing 260 and 100 full-time faculty respectively. Data were gathered in face-to-face interviews, using an open-ended interview questionnaire. Study findings indicated that instructors with no previous community college teaching experience were more likely to report problems describes campus programs to help students overcome cultural barriers. The issue contains the following chapters: (1) "Transformations: Cultural Challenges Faced by First-Generation Students," by Howard B. London; (2) "Discordant Voices in the Urban Community College," by Lois Weis, discussing conflicts between students of different races, between middle-class faculty and poor students, and between male and female students; (3) "Helping First-Generation Minority Students Achieve Degrees," by Richard C. Richardson, Jr., and Elizabeth Fisk Skinner, offering ideas on optimizing first-generation minority students' education; (4) "First-Generation Adult Students: In Search of Safe Havens," by L. Steven Zwerling, highlighting the unique problems faced by adult first-generation students; (5) "From the Barrio to the Academy: Revelations of a Mexican American "Scholarship Girl," by Laura I. Rendon, giving a personal account of a Mexican-American first-generation student; (6) "Reflections: Bridging Cultures," by Julia Lara, describing a Latina student's attempts to negotiate the gulf between her traditional Dominican culture and modern American society; (7) "The Challenge of First-Generation College Students: A Miami-Dade Perspective," by Eduardo J. Padron, discussing programs at the nation's largest two-year college; (8) "Transforming Educational Dreams into Educational Reality," by John Chaffee, discussing LaGuardia Community College's efforts for diversification; (9) "Tribal Colleges: A Success Story," by Wayne J. Stein, discussing special programs at 24 tribally controlled two-year colleges; and (10) "Issues of Curriculum and Community for First-Generation Asian Americans in College," by Peter Nien-chu Kiang. (MAB)

ED 354 059 PS 020 785

Morris-Bilotti, Sharon
"Thoughts" about Preserving and Empowering Families through Co-Parenting Partnerships.
PUB DATE- Feb 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Welfare; Extended Family; Family History; *Family Life; *Family Programs; *Family Relationship; Family Role; Family Structure; *Foster Family; Young Children
IDENTIFIERS- *Coparenting; *Family Preservation Services

In the traditional family preservation model, a family's integrity is preserved by keeping children in the care of their immediate or extended families. Family reunification has involved safely returning children to the custody of their families after a period of foster care. However, families are not preserved solely by family members maintaining close physical proximity to their members. Most families develop strong emotional and kinship bonds that perpetuate the history and culture of the family. Therefore, when rethinking the concept of family preservation services, it is useful to think in terms of activities that protect a family's history and culture; preserve its familial, cultural, and ethnic identity and connections; and safeguard the kinship bonds between children and their "psychological family" and culture of origin. In this context, a child's removal and placement into another family can be an effort to preserve the family, as is offered high levels of stimuli or access from those that did not; (5) determine whether the revised Literacy Observation Matrix identified a larger proportion of literacy behaviors, in relation to all recorded behaviors, than did the previous version; and (6) determine the extent to which observers could distinguish between assigned and optional literacy behaviors through the revised matrix. A total of 140 children from 17 kindergarten and primary classrooms served as subjects for the second phase of the study. A team approach was used to gather data by means of the instruments, through observations, and through conversations with teachers. Findings showed that an environment that functions on behalf of children's literacy is established through spatial organization and the teacher's provision of print, symbolic materials, and tools and materials for literacy. The distribution and arrangement of literacy materials and of display facilities for children's use affect the extent to which children respond and contribute to the literacy stimuli of the environment. Related materials are appended. (HOD)

ED 354 078 PS 021 104

Duncan, Uyntha
Grief and Grief Processing for Preschool Children.
PUB DATE- 20 Nov 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Change; Child Development; *Coping; Counseling Techniques; *Death; Developmental Stages; Divorce; *Grief; *Preschool Children; Preschool Education

Educators contribute to children's anxiety and pain when they fail to provide children with information about loss and death and ways of coping with loss and death. Children who are denied factual information about experiences of loss and death develop fantasies and misconceptions regarding the experiences and suffer more anxiety and pain than they otherwise would. This paper provides educators with information about concepts that preschool children are capable of understanding during times of loss in order that educators might help young children develop coping skills to use during grieving. The paper describes: (1) different feelings of grief and loss preschool children may experience when they are unable to keep or have someone or something that is meaningful to them; (2) factors that affect preschoolers' understanding of the grief process, such as their limited concepts of death, time, and emotion; (3) behavioral changes of preschool children who are affected by a death in the family; (4) stages of grief experienced by preschoolers; and (5) signs and symptoms of reactions to loss. Helping a child work through the grieving process involves adults' open expression of thoughts and feelings, honesty, and provision of an atmosphere that is safe and friendly. A list of nine behaviors to avoid when helping a child work through the grieving process is provided. Contains 54 references. (SM)

ED 354 079 PS 021 108

Diffily, Deborah; Fleege, Pamela O.
Sociodramatic Play: Assessment through Portfolio.
PUB DATE- Jan 93
NOTE- 14p.
LANGUAGE- English

ED 354 098 PS 021 155

Hasbach, Corinna; And Others
Holistic Literacy: Voices Integrating Classroom Texts in Social Studies. Elementary Subjects Center Series No. 64.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 81p.; For related documents in this set of papers on curriculum integration, see PS 020 998 and PS 021 154.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Cognitive Development; *Critical Thinking; Elementary School Students; Grade 5; *Holistic Approach; *Integrated Activities; Intermediate Grades; Interviews; Learning Activities; Racial Discrimination; Sex Discrimination; *Social Studies; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- Collaborative Teaching; Social Construction of Reality; *Social Studies Teachers

As part of a larger examination of student perspectives in science, social studies and communication arts, this report uses qualitative methodology to explore two teacher-researchers' collaborative teaching of social studies and students' construction of meaning in social studies. Teacher-researchers involved in the overall study included two fifth-grade teachers, one third-grade teacher, two university professors, and three doctoral students in teacher education. A fifth-grade teacher and a doctoral student co-planned and co-taught a social studies class for 1 year. From a group of 47 fifth-grade students, 10 students were targeted for in-depth interviews in social studies; this report focused on 5 of the 10 students interviewed. Analysis centered on: (1) students' developing dispositions to think as social scientists; (2) their abilities to take a critical posture towards text (living, social, and academic text); and (3) their capacities to transfer social studies concepts to their own lives. Analysis of student interviews also focused on the concepts of perspective, racism, sexism, exploitation, discrimination, power, and empathy. Findings showed that students recognized multiple sources for authority in studying historical events, and that students integrated the concepts studied into their daily lives in different ways. Excerpts from student journals and interviews are included. (Contains 43 references.) (MM)

ED 354 099 PS 021 156

Everett, Pat; And Others
Middle Level Spirit/Service Projects.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; Extracurricular Activities; Intergenerational Programs; Junior High Schools; Junior High School Students; *Middle Schools; *Public Service; School Attitudes; School Community Relationship; School Maintenance; Student Attitudes; *Student Participation; *Student Projects;

for environmental damage. All protest was brutally suppressed. This report contains recommendations on political, economic, and cultural rights of the northern minorities. (SV)

ED 354 118 RC 018 953

Cazares, Maria
A Special Family Series. Mario and Clara Hernandez. Clara Finds a Friend = Lina Familia Especial. Mario y Clara Hernandez. Clara Eucuentra una Amiga.
PUB DATE- Jan 92
NOTE- 18p.
LANGUAGE- Spanish; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Comics (Publications); Counseling Services; *Disabilities; *Hispanic Americans; *Outreach Programs; *Parent Counseling; *Parenting Skills; Parents

These two comic books are part of the "Very Special Family" series, created by and for Hispanic parents of children with special needs. The materials are designed to help parents deal with the emotional difficulties of raising a child with disabilities. The booklets are printed in both English and Spanish. In Part 1, "Mario and Clara Hernandez," a devoted young migrant couple gives birth to their anxiously awaited baby, only to encounter the challenges and concerns of parenting an infant with disabilities. On a home visit, a family advocate provides assurances and hope. In Part 2, "Clara Finds a Friend," the family advocate, herself a parent, helps Clara and Mario deal with their grief and guilt so they can look with hope to their child's future. (TES)

ED 354 119 RC 018 957

O'Hare, William P.; Curry-White, Brenda
The Rural Underclass: Examination of Multiple-Problem Populations in Urban and Rural Settings. Staff Working Papers.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Jan 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Population Trends; Census Figures; Dropouts; *Economically Disadvantaged; *Economic Factors; Economic Status; Females; *Lower Class; Low Income Groups; Population Trends; Poverty; *Racial Distribution; Regional Characteristics; *Rural Areas; *Rural Urban Differences; Unemployment; Welfare Recipients
IDENTIFIERS- United States (South)

This study uses data from the U.S. Census' 1980 and 1990 Current Population Survey to examine characteristics of the underclass populations in rural and urban areas. The analysis assesses changes of metropolitan and nonmetropolitan underclass populations between 1980 and 1990, with special attention to race and geographic area. Underclass populations are defined as adults who: (1) have not completed high school; (2) receive public assistance; and (3) are single mothers or long-term unemployed. The prevalence of the underclass in rural areas (2.4%) was less than that in central cities (3.4%), but significantly higher than the level in suburban areas (1.1%). The rural poverty rate, like that of central cities, is above

Results indicate: (1) there has been little change in the types of hunter ethics problems in recent years; (2) trespassing is the worst problem followed by road hunting; (3) deer is most often the target of illegal or unethical hunter behavior; (4) half of the U.S. respondents indicated a decline in the relationship between hunters and landowners over the last 5 years; (5) most respondents suggested that stricter enforcement be accompanied by more effective educational efforts but that the current hunter education curriculum not be changed; and (6) there appears to be an inadequate effort to measure the effects of hunter education. Recommendations include: (1) HECs and instructors should commit to elevating hunter ethics and responsibility to the same status as hunter safety; (2) experienced adult hunters should be targeted for hunter ethics education and/or outreach programs; (3) a standard evaluation instrument needs to be adopted and used to evaluate the effectiveness of hunter education and outreach efforts; and (4) hunter education instructors should be involved more closely in the evaluation of problems and development of hunter education solutions to promote better hunter ethics. Appendices provide survey data. (LP)

ED 354 138   RC 018 980

Henry, Kenneth J.; And Others
Linking Inputs and Outcomes: Achievement among Economically Disadvantaged Appalachian Middle Grades Students.
PUB DATE- 10 Nov 92
NOTE- 41p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Aspiration; *Economically Disadvantaged; *Family Influence; Junior High Schools; Junior High School Students; *Middle Schools; Parent Participation; *Rural Education; Small Schools; Socioeconomic Status; Student Attitudes
IDENTIFIERS- *Appalachia; Kentucky; *Middle School Students; Tennessee

This paper examines school, family, and community factors related to the academic success of economically disadvantaged Appalachian students. In two middle schools in Appalachian Kentucky and Tennessee, 245 students who received free or reduced-price school lunches completed the Rural School Success Inventory (RSSI) and a writing sample about aspirations and world view. Academically successful students were defined as having both a grade point average above 2.5 and an average standardized test score above the 50th percentile. Results of the writing sample indicate that at both schools, the majority of students wanted to attend college, to marry in their early twenties, to obtain a good-paying job, and to reside in another state. On the RSSI, economic characteristics had little power to differentiate high and low achievers, but family interactions were critical factors linked to school performance. These factors include: student participation in family activities, the parent-student relationship, and the emphasis placed on education by the family (as evidenced by parent involvement at school, parent educational attainment, reading at home, and studying with siblings). At the Tennessee school, high achievers were more likely to be involved in extracurricular activities and to live close to school.

the modules are: (1) Natural History of a Tree; (2) Soils and Plant Growth; (3) The Water Cycle; (4) Recipe for Tree Growth; (5) Tree Growth and the Environment; (6) Appreciation of Natural Beauty; (7) Forest Processes; (8) Growth of a Forest; (9) Interactions of Forest Plants and Animals; (10) Managing Our Forest Resources; (11) Natural Watersheds; (12) Managing Our Natural Resources. The materials are designed to address concerns with the environment and stewardship of the planet via teaching of higher order thought processes, and fostering meaningful learning. The instructional sequence uses the learning cycle approach to teaching. For each module the three phases of the learning cycle are specified: exploration phase, wherein students explore new ideas with minimal expectation of specific accomplishment; the inventing an idea phase, during which the new idea or skill is formally introduced; and the expansion phase, which provides practice and transfer situations. The following information is provided for each module: background information, objectives, three learning phases, evaluation, glossary and figures for transparencies, student handouts and concept maps. (Author/MCO)

ED 354 158 SE 053 288

Cwikiel, Wilfred
Michigan Wetlands: Yours To Protect. A Citizen's Guide to Local Involvement in Wetland Protection. Second Edition.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 92
NOTE- 101p.; Purple ink.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Citizen Role; Citizenship Education; Classification; Definitions; Environmental Education; *Federal Regulation; *Identification; Land Use; Laws; Natural Resources; *State Action; *State Legislation; *Wetlands
IDENTIFIERS- Environmental Action; Environmental Issues; *Environmental Protection; Michigan

This guidebook is designed to assist concerned Michigan citizens, local governments, conservation organizations, landowners, and others in their efforts to initiate wetlands protection activities. Chapter 1 focuses on wetland functions, values, losses, and the urgent need to protect wetland resources. Chapter 2 discusses wetland identification and delineation. Chapter 3 considers state, federal, and local regulatory programs. Chapter 4 presents information and strategies regarding citizen involvement. Chapter 5 discusses non-regulatory approaches to wetland protection. Chapter 6 focuses on methods and mechanisms for educating various target audiences. Chapter 7 addresses selected issues regarding wetlands protection. The appendices contain materials that have been compiled to serve as background materials for the text: (1) Michigan organizations involved in wetland protection; (2) Goemaere-Anderson Wetland Protection Act; (3) Goemaere-Anderson Wetland Protection Act-Administrative Rules; (4) Sample, Michigan Department of Natural Resources Permit Application Listing; (5) State and Federal Wetlands Regulatory Agencies; and (6) Educational Materials. (MCO)

ED 354 159 SE 053 297

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arabs; Area Studies; Diplomatic History; Discussion; Foreign Countries; *Foreign Policy; High Schools; High School Students; Instructional Materials; International Relations; Jews; Learning Activities; *Middle Eastern History; Political Attitudes; Political Issues; Political Power; Social Studies; Teaching Methods; United States History; Units of Study; *World Affairs; World History
IDENTIFIERS- *Israel

This unit presents five distinct options designed to allow high school students to explore a range of alternatives for U.S. policy toward the Arab-Israeli conflict. The unit includes a 10-day and a 5-day lesson plan. Both plans follow a similar sequence, first introducing the historical background of the conflict and presenting Arab and Israeli perspectives, then engaging students in a role play of U.S. options, and finally guiding them toward the development of their own ideas about U.S. policy. The five options put forth are: (1) the United States should actively support Israel's annexation of the territories; (2) the United States should support the creation of a Palestinian state and forge closer ties with the Arab world; (3) the United States should persuade all parties to accept an even-handed settlement; (4) the United States should withdraw from the region; and (5) the United States should support United Nations administration of the territories. In addition to the student text, lesson plans, student activities, and abridged background readings are included in appendices. (DB)

ED 354 179 SO 022 617

Kailin, Clarence S.
Black Chronicle: An American History Textbook Supplement. Third Edition. Bulletin No. 91546.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 151p.; Photographs may not reproduce clearly. For the first and second editions of this document, see ED 170 236 and ED 200 506.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Black History; Curriculum Enrichment; *History Instruction; Instructional Materials; *Racial Relations; Secondary Education; Social Studies; *United States History
IDENTIFIERS- African Americans

This book, a revision and updating of a work first published under the same title in 1974, presents a detailed chronological history of African Americans in the United States. The description begins with the origins of Homo sapiens in Africa, and traces the African American story from slavery in North America through the U.S. Civil War, the Depression, and the protest era of the 1960s to the opening of the 1990s decade. A bibliography of nearly 750 resources divides relevant works into such topics as general history, the Post-Reconstruction era, and works focused on legal and cultural subjects. Included in the book are notes about the author, a foreword, and the prefaces to the first, second, and third editions. Black and white photographs portraying leading figures and events in African American history also are included. (LBG) organizations is attached. (LBG)

ED 354 201   SO 022 832

Destination: Honduras. Study Guide.
PUB DATE- Sep 92
NOTE- 77p.; For related documents, see SO 022 828-831. Accompanying videotape available from the producer; videotapes will be sent to the school librarian or media specialist.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; *Multicultural Education; Social Studies; Study Guides; Thematic Approach
IDENTIFIERS- Global Education; *Honduras; *Peace Corps

This study guide was developed by the Peace Corps' Office of World Wise Schools. The aim of the guide is to promote better understanding of other people on the part of the people of the United States. Teachers can use the book to supplement the study of Central America or the environment. Using the materials, students will learn to: (1) identify similarities and differences between their lives and the lives of young people in another country; (2) apply geographic themes to the country of Honduras; and (3) research the geography and culture of a Peace Corps volunteer's hoist country. A unit for grades 3 through 5 focuses on the geographic themes of location, place, and relationships within places. The latter two themes are also the subject of units for grades 6 through 9 and 10 through 12. Each of the units includes information for teachers and worksheets. Sixty-three references and a list of people and organizations that provided information for the study guide are attached. (LBG)

ED 354 202   SO 022 837

United States History and Geography: Making a New Nation. Course Models for the History-Social Science Framework. Grade 5.
PUB DATE- 91
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; *Curriculum Development; Curriculum Enrichment; *Geography Instruction; *Grade 5; History Instruction; *Instructional Materials; Intermediate Grades; State Curriculum Guides; Teaching Methods; *United States History
IDENTIFIERS- California History Social Science Framework (1988)

This publication is a response to teachers' requests for practical assistance in implementing the history and social science framework for California's public schools. The document sets out resources that are useful in teaching U.S. history and geography for fifth grade students. Participants in a summer institute worked in grade level groups to identify instructional materials and develop content appropriate teaching strategies; their findings gave rise to the document. Resources and strategies that the participants identified were field tested and refined by teachers and other scholars. The historical period primarily covered by the guide begins with the original inhabitants, prior to European exploration and concludes with the mid-19th century. The document includes

ED 354 221 SP 034 298

Johnston, Janet M.; Bayne, E. Lynn
The Knowledge Base for Interns' Teaching Decisions. Monograph No. 15.
PUB DATE- Sep 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; *Decision Making; *Education Courses; Elementary Education; Extended Teacher Education Programs; Foreign Countries; Higher Education; *Internship Programs; *Performance Factors; Student Teacher Attitudes; Teaching Experience; Theory Practice Relationship
IDENTIFIERS- *Knowledge Base for Teaching; *Reality Based Evaluation; Saskatchewan

A study of post degree elementary interns at the University of Saskatchewan (Canada) (N=25) was conducted to determine the main sources of information they employed in decision making related to teaching and relationships in the school. The study focused on: (1) the extent to which interns used the knowledge base gained from education classes in planning decisions for teaching and while teaching; and (2) what other sources of knowledge influenced their decision making. Data were collected by conducting a structured interview with students and doing a similar interview with cooperating teachers as a check on how much knowledge they had given the interns. The interns were asked to rate the education courses taken in terms of usable knowledge they had gained from the classes. Cooperating teachers and interns were questioned on initial perceptions of the internship prior to classroom work actually beginning. These data were collected to determine the correlation between the preconceived notions of internship and reality. Also, each intern was videotaped for two lessons, one in mathematics and one in language arts. The tapes were analyzed for certain teacher behaviors and correlations were determined between teaching scores, perceptions, and the origins of the knowledge base. (Author/LL)

ED 354 222 SP 034 299

Van Thielen, B.
Tutoring Beginning Teachers through a Mentor Teacher Program. Monograph No. 16.
PUB DATE- Nov 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Beginning Teacher Induction; Beginning Teachers; Demonstration Programs; *Educational Practices; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Master Teachers; *Mentors; Teacher Evaluation; Teaching (Occupation); Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- Belgium; Catholic University of Louvain (Belgium); Peer Coaching

This paper describes a mentor teacher program for beginning instructors established at The Language Center of the Catholic University of Leuven (Belgium). The paper begins by noting several challenges experienced by beginning teachers that need to be recognized by mentors, after which the objectives, used, presents information regarding AIDS, describes the role of the special educator in providing instruction, and provides notes on classroom strategies. The 37 lesson supplements are composed of teacher notes and suggestions for modifying instruction in the corresponding lesson in the "AIDS Instructional Guide Grades K-12." Two appendices provide suggestions for proficient teaching techniques and behavior management. (LL)

ED 354 241 SP 034 363

Chang, Kunlun; And Others
Selected Issues in Education: Curriculum, Students, and Risk Management.
PUB DATE- 92
NOTE- 165p.; Educational Administration Practicum, University of Missouri-Kansas City. Document contains variable type.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Collected Works - General (020)
DESCRIPTORS- *Administrative Problems; Administrator Responsibility; *Administrator Role; Black Students; *Curriculum Evaluation; Day Care Centers; Educational Administration; Elementary Secondary Education; Foreign Students; Grades (Scholastic); Grievance Procedures; Higher Education; *Management Development; Practicum Papers; Public Schools; *School Supervision; Standardized Tests; *Student Characteristics
IDENTIFIERS- Outcome Based Education; *Risk Management; University of Missouri Kansas City

Changes in schools resulting from the large social changes following World War II provide many new challenges for the educational administrator. This document reports on several independently conducted studies and research discussions in the areas of curriculum, student characteristics, and risk management in order to better understand these changes and their effects. The seven reports cover both public school districts and colleges. The first report by Jim Tjaden, concerns higher education curriculum and travel education programs; it provides a national overview of institutional practices. Outcome Based Education in a suburban public school district is the topic of the second report, by Judy Krings. The third report, by Martha Willie, is on accountability in higher education student affairs. The fourth report, by Kunlun Chang, describes the international student program at a midwestern university and the administrative procedures relevant to leadership and management of these areas. The fifth report, by Adiele Nwachukwu, is on the need for day care services for college students who are also parents. The relationship between standardized test scores and course grades for African American college freshmen is the topic of the sixth report, by Joan Gilson. The final report, by Karen Komoroski covers the area of risk management in higher education professional programs, specifically clinical grade appeals and student grievance procedures. Each report provides a definition of its topic, history, a description of the results of the study, and an explanation of relevance to school management and students. Four appendices include surveys, graphs, and tables. (Author/LL)

ED 354 242 SP 034 366

Fox, Wayne L.; Capone, Angela
Preparation of Special Educators in Essential Early Education.

"Working Paper: Reauthorization of the Hawkins-Stafford Amendments of 1988" (Council of Chief State School Officers); (2) "Summary of Public Comments Regarding the Reauthorization of Elementary and Secondary Education Programs" (Pelavin Associates, Inc.); (3) "Chapter 1 Reauthorization: Testimony before the Advisory Committee on Testing in Chapter 1" (M. H. Kean); (4) "Chapter 1 Assessment Issues" (W. L. Padia); (5) "Testing in American Schools: Asking the Right Questions" (U.S. Congress, Office of Technology Assessment); and (6) "Regional Hearing Summaries" (U.S. Department of Education, Office of Management and Budget). Nineteen recommendations are made in the areas of test use, accountability, and program effectiveness. Attention is given to testing practices, performance measures, and new technology. (SLD)

ED 354 260 TM 019 520

Shepard, Lorrie A.
Chapter 1's Part in the Juggernaut of Standardized Testing.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Compensatory Education; Cost Effectiveness; Economically Disadvantaged; *Educational Assessment; Educationally Disadvantaged; Elementary Secondary Education; Evaluation Methods; *Federal Programs; Identification; Program Evaluation; Program Improvement; *Standardized Tests; Student Evaluation; *Testing Problems; Test Results; Test Use
IDENTIFIERS- *Alternative Assessment; Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; High Stakes Tests; Performance Based Evaluation

The place for standardized testing in Chapter 1 evaluation is discussed. There is substantial evidence available on the negative effects of high-stakes standardized testing, and there is a clear link between Chapter 1 requirements and the amount of testing in most school districts. Standardized testing is usually used to identify eligible students, evaluate the Chapter 1 program, and hold individual schools accountable. It is argued that each of these purposes can be served better by other means. Alternative assessments are needed for Chapter 1 use, but any such assessments must be removed from the tyranny of normal curve equivalent gains. Any system that is devised should be subjected to its own cost-benefit evaluation to determine the costs and side effects of program improvement monitoring. Five overhead projection figures used in the presentation are included. (SLD)

ED 354 261 TM 019 523

Franklin, Bobby J.; Crone, Linda J.
School Accountability: Predictors and Indicators of Louisiana School Effectiveness.
PUB DATE- Nov 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

each year. Writing is assessed by analyses of teacher-assessed sample scripts sent in from schools. Diagnostic information and trend analysis data are extracted for use by both the school and system. A forward notes that data from 1988 and 1989 provide convincing evidence that standards are being maintained and that there was a significant improvement in the achievement of Year 7 students in mathematics. Chapter 1 describes the PAP covering the nature of the materials and reporting of results. Chapter 2 offers results of the Year 5 mathematics test. Chapter 3 details results of the Year 7 mathematics test. Chapter 4 covers results of the Year 5 reading test. Chapter 5 contains results of the Year 7 reading test. Chapter 6 summarizes the findings and provides analyses. Appendixes 1 and 2 list members of the Primary Assessment Committee and the 1989 Mathematics Test Panels. Appendix 3 contains four selections from the reading tests. (JB)

ED 354 279 UD 029 017

Bossone, Richard M., Ed.; Polishook, Irwin H., Ed.
School Choice. Proceedings of the Conference of the University/Urban Schools National Task Force (14th, Marina del Rey, California, October 29-30, 1992).
PUB DATE- 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Attitudes; *Educational Change; Educational Vouchers; Elementary Secondary Education; Free Enterprise System; Private School Aid; *Public Schools; *School Choice; School Restructuring; Teacher Attitudes; *Urban Schools
IDENTIFIERS- California; Controversial Topics; Minnesota; New York City Board of Education

This publication presents 13 papers selected from a conference on school choice, which was designed to shed light on what is meant by school choice, what proposals are being advanced to achieve choice, and how various sections of the community view the issue. Following a preface and a list of participants in the conference, an essay by Christopher T. Cross offers an overview of the school choice issue, which opens by suggesting a definition of terms by, for instance, calling magnet and similar programs "stage one choice." A central section contains four descriptions of specific programs: choice through public schools at Community School District Four in East Harlem (New York City); choice through charter schools (public schools allowed substantially increased local control and individual options) in Minnesota; choice through vouchers covering programs established in some states and other programs currently being considered in others; and choice through private enterprise such as private management of public schools. The last section offers views about school choice of eight individuals (two educators, two business people, two lawyers, and two legislators). In each pair, one author argues for school choice and the other author argues against school choice. (JB)

ED 354 280 UD 029 022

Chamberlain, Ed
Home-School-Community Agents and Safety and Security Specialists Merged Program: 1991-1992. Final Evaluation Report.
PUB DATE- Dec 92
NOTE- 75p.

Analyses"; "Research on the Differences in the Linguistic and non-Linguistic Behaviors of Boys and Girls in Elementary School"; "Calm Girls. Less Worth, Self Worth--Girl Liberating Pedagogy"; and "The Calm, the Quiet, the Easy, the Constructive--Girls' Socialization in the Gymnasium." (VWL)

ED 353 851 FL 800 409

Vavricka, D. Karen
Tom Green County Library Literacy Project. Final Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Advertising; Blacks; Budgets; Childrens Literature; Day Care; *English (Second Language); Expenditures; Hispanic Americans; Immigrants; Instructional Materials; Library Acquisition; *Library Services; *Literacy Education; Mass Media; Multisensory Learning; *Outreach Programs; Program Development; Program Evaluation; Public Relations; Student Recruitment; Teacher Educators; Transportation; *Tutorial Programs; Volunteers; Volunteer Training
IDENTIFIERS- *Tom Green County Library System TX

The final report of the Tom Green Country Library System (Texas) literacy project details progress toward achievement of 11 objectives. Objectives of the literacy outreach program were to: (1) increase Hispanic enrollment; (2) increase Black enrollment; (3) provide free child care for 4 students to attend 50 tutoring sessions; (4) provide transportation for 5 students to attend 50 sessions; (5) secure 8 additional tutoring sites; (6) increase number and type of circulating literacy and adult new reader materials by 75%; (7) provide student workbooks and teacher manuals free to program participants; (8) train 36 tutors; (9) train 12 tutors in techniques for teaching English as a Second Language (ESL); (10) train two additional tutor trainers, one in basic literacy and one in ESL; and (11) certify a senior tutor and tutor trainer in the multisensory teaching approach. Most of the objectives were met or exceeded, and progress is reported on all. Additional efforts reported include extensive project publicity activities, recruitment of new and active board members, a children's book exchange, and solicitation of in-kind donations to the program. Conventional and innovative publicity efforts included handouts of buttons, balloons, and bookmarks at a book sale, flyers distributed through retailers and a local education association, mass media campaigns, and milk-carton advertising. The project budget is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 353 852 FL 800 420

Fort Berthold Library Literacy Program. Final Performance Report, October 1, 1988-September 30, 1989.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 92

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; Career Choice; College Freshmen; College Graduates; College Students; *Educational Trends; General Education; Graduate Study; Higher Education; *Humanities; Liberal Arts; Sex Differences; Student Attitudes

This research brief examines the data on baccalaureate recipients in the humanities, especially the upward trend over the past 9 years. Highlighted findings include that: in 1971 the number of humanities degrees awarded peaked; this was followed by a decline of over 50% in the early 1980s; such degrees have been increasing since the low in 1983, and graduates in humanities have one of the highest levels of enrollment in graduate education. A look at the bachelors degrees conferred finds that the most common fields of study are English, history, and foreign languages and that women generally receive a greater percentage of the degrees granted than do men. Related trends include the following: freshmen aspirations have been reliable indicators of bachelor's degrees conferred; decreases in verbal scores on standardized tests may be linked to low numbers of humanities majors; and the decrease in humanities may be linked to increasing numbers of students majoring in business fields. Also briefly considered are strengthened general education requirements. Discussion of data on those who graduate in the humanities finds that they gravitate toward a wide variety of occupations with education being most popular and that initial earnings of humanities graduates are lower than those of business graduates. A final section discusses implications with emphasis on the relevance of the humanities in business and the general labor market. (A 27-item bibliography is attached.) (JB)

ED 353 872 HE 026 126

O'Brien, Eileen M.
Part-Time Enrollment: Trends and Issues.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Educational Trends; *Enrollment Trends; Federal Regulation; Full Time Students; Higher Education; Minority Groups; *Part Time Students; Sex Differences; Student Characteristics; Student Financial Aid; Trend Analysis; *Two Year Colleges; Undergraduate Study
IDENTIFIERS- National Center for Education Statistics

This research brief looks at trends and issues in part-time undergraduate enrollment by summarizing the data available and comparing them to data on full-time students. Highlighted findings indicate that from 1970 to 1990 the number of part-time undergraduate students more than doubled and that most of this growth occurred during the 1970s. A profile of part-time students notes that they tend to be older than traditional age college students, that more women than men are part-time students, and that part-time students are most likely to attend public, 2-year institutions. In comparing part-time students to full-time students this review finds that part-time students are more likely to be independent of their parents, and that they are much less likely to receive financial aid than their full-time counterparts. Discussion of this finding points out that this is due in part to federal restrictions on financial aid which distinguish between part-time students who attend

Nebraska at Omaha. It is noted that these institutions tried in vain to get additional state funding through traditional means and in each case, the institutions and their communities realized the need for the joint facilities and rallied to the cause. However, these partnerships also encountered friction involving lawsuits, special interest groups determined to block the projects, and citizen complaints. From these experiences, an outline of the common hurdles faced by joint venture partners emerged and is offered in this book, along with guidelines for officials who might seek such partnerships for their campus or community. (GLR)

ED 353 890 HE 026 147

Montgomery, Joel R.
What Are the Public Service Goals and Responsibilities of a Specialist in Leadership and Volunteer Development at a Land-Grant University?
PUB DATE- 92
NOTE- 14p.; Paper presented at the Institute for Leadership and Volunteer Development at Virginia Polytechnic Institute and State University (Blacksburg, VA, December 15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Administration; Economic Development; Ethics; Futures (of Society); Higher Education; *Land Grant Universities; *Leadership; *Leadership Responsibility; Organizational Change; Public Relations; *Public Service; Resource Allocation; *School Community Relationship; Social Responsibility; State Universities; *Volunteers

This paper discusses the evolution of the concept of public service at land grant universities, pointing out the challenges confronted by these universities today and tomorrow and current challenges experienced in the areas of leadership and volunteer development. First, the evolution of the concept of public service at land grant institutions is traced from the 1862 Morrill Act establishing these schools through a 1985 survey of the National Association of State Universities of State Universities and Land Grant Colleges that showed 100 respondents agreeing on a single definition of "public service" (later cited by P. H. Crosson at a conference held in November, 1988). Specifically, the paper identifies challenges in the areas of: global interdependence and change, resource consolidation, the re-definition and re-commitment of ethics and values, the need for cooperative energy and "value-added" commitment, the application of knowledge and research, and expansion of the public base being served. Obstacles (structural, human resource, political, and symbolic) faced by a specialist in leadership and volunteer development are identified, and public service goals for such a specialist are named. These goals include: (1) serving as a professional link between the university community and the public; (2) serving as a resource for the generation, interpretation, and dissemination of knowledge; (3) stimulation of "value added" volunteerism; and (4) demonstration of leadership in interaction with the university and its public. Contains 18 references. (GLR)

ED 353 891 HE 026 148

Bobbett, Gordon C.; And Others
The Relationship between Postsecondary Instrumental Student's Musical Independence and Grade-Level, Instrument Family,

policy study, "Education in Sub-Saharan Africa," and discussion within the Donors to African Education Working Group on Higher Education. In 12 chapters the report catalogues the accomplishments of African universities, identifies current problems, and signals likely solutions. Chapter 1 describes the need for renewal in the context of accomplishments. Chapter 2 looks at the scope of the problem, discussing enrollments, finances, educational quality and relevance. Chapter 3 treats institutional effectiveness including national roles, national needs, research for development, community service, access and diversity, and assessment. Chapter 4 reflects on university/state relations. Chapter 5 details progress and potential for financial diversification and related issues. Chapter 6 examines management of costs, staff/student ratios, information and planning. Chapter 7 examines ways of improving governance for stability and innovation. Chapter 8 expands the discussion of maintaining relevance in a changing world. Chapter 9 looks at preserving quality education. Chapter 10 discusses how to manage the social demand for access and equity. Chapter 11 details the role of donor institutions. Chapter 12 makes recommendations for initiating reform. A 136-item bibliography is included. (JB)

ED 353 910 HE 026 168

Sherouse, Mark A.
Hosting the Presidential Visit.
PUB DATE- 25 Jan 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; *Commencement Ceremonies; Government School Relationship; Higher Education; Planning; *Presidents of the United States
IDENTIFIERS- *Bush (George); Honorary Degrees; *Southern Methodist University TX

This paper describes the visit of President Bush to the campus of Southern Methodist University (SMU) for the May, 1992 commencement and lessons learned from the experience. The paper describes how SMU made use of lead time and suggests how to estimate cost of such a visit. Discussion of strategies for organizing describes the formation and work of appropriate committees. A section on priorities urges that institutions maintain their sense of institutional priorities by keeping them firmly in sight even in the crush of demands from media and White House teams. Further sections describe the usefulness of outside advice. A discussion of planning covers the need to think through each detail in an effort to be prepared for attendance, security, university relations and the event itself. One of various anecdotes cited tells how SMU successfully thwarted a three tiered media camera platform that the university administration felt would have ruined the ceremony for those attending. Separate sections describe working with various teams, including the pre-advance team, the advance team, the White House Communications Agency, the Secret Service, and the media. Finally a description of "Game Day" covers timing, dealing with demonstrators, and photo opportunities, and a discussion of the benefits of having such a visit, headed "Is It Worth It," concludes the paper. (JB) that included items related to preference for lecture and instructor control and independent study and student control of learning was statistically significant in differentiating first year and senior honors students. (Includes 13 references.) (JB)

ED 353 929 HE 026 190

Williams, Bruce
Higher Education and Employment: The Changing Relationship. The Case of the Humanities and Social Sciences. Country Study: Australia.
PUB DATE- 92
NOTE- 30p.; For related documents, see HE 026 191-201.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; Comparative Education; Demography; Doctoral Degrees; Economic Factors; Educational Trends; *Education Work Relationship; *Employment Opportunities; Employment Patterns; Enrollment; Foreign Countries; Government Role; *Higher Education; *Humanities; *Labor Market; Labor Supply; Masters Degrees; *Social Sciences; Trend Analysis
IDENTIFIERS- *Australia; Japan

This report, one of a series of country studies on higher education and employment particularly in the humanities and social sciences, looks at employment prospects for social science and humanities graduates in Australia. An opening section describes government studies and initiatives and changes in the Australian higher education system since 1961. A following section looks at distribution of higher education students across fields of study. This is followed by a discussion of projected changes in enrollment, demographics, and the labor market. An examination of the employment of graduates looks at trends since the 1960s as well as current patterns. Starting salaries are evaluated and compared with other fields and with trends since 1977. A review of relative salaries after several years in the work force shows differences between fields. Further sections explore employment opportunities as projected over the coming decade in an analysis of the factors likely to influence labor market trends. Also examined are the effect of technological change on international trade, economic growth and the role of various fields. A final section gives a detailed analysis of skills learned in various humanities and social science degree fields, expectations for job skills, and a comparison with Japanese education and expectations. (JB)

ED 353 930 HE 026 191

Pechar, Hans; And Others
Higher Education and Employment: The Changing Relationship. The Case of the Humanities and Social Sciences. Country Study: Austria.
PUB DATE- 91
NOTE- 56p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Economic Factors; Educational Change; Educational Trends; *Education Work Relationship; Employment Opportunities; Employment Patterns; Enrollment;

their realm of responsibility. The report includes extensive appendixes that comprise the bulk of the document. They provide technical information on the development of the database and the retention measures, and include interview protocols. (JB)

ED 353 948 HE 026 210

Schick, Edgar B.; And Others
Shared Visions of Public Higher Education Governance: Structures and Leadership Styles That Work.
SPONS. AGENCY- American Council on Education, Washington, D.C.
PUB DATE- 92
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Agency Cooperation; Centralization; College Presidents; Colleges; Coordination; Educational Quality; *Governance; Government School Relationship; *Higher Education; Institutional Administration; *Leadership Styles; *Public Colleges; Public Policy; State Boards of Education; State Programs; *Statewide Planning; Trend Analysis; Universities
IDENTIFIERS- Maine; Ohio; Pennsylvania; Tennessee

This book identifies factors, structures, and procedures contributing to effective statewide coordination and governance of public colleges and universities. The heart of the book consists of descriptions of representative structures in 4 states, where interviews were conducted with 114 individuals--legislators, gubernatorial staff, system heads, coordinating board chief executives and senior staff members, governing board and coordinating board members, public college and university presidents, faculty members, news media representatives and business executives. Part I of the book offers an overview of statewide governance issues including how coordination and governance differ, a summary of the rationales offered for the trend toward centralization, a discussion of the two major types of systems, an investigation of the issues of institutional autonomy, and a report on the college and university presidency in the various structures under review. Part II offers descriptions of representative structures, in the four states visited, namely Ohio, Tennessee, Maine, and Pennsylvania, with analysis of what makes them effective in the eyes of their numerous constituents. Part III examines state perspectives on public higher education coordinating and governance structures, especially issues of quality and accountability. Part IV concludes with observations and recommendations. Appendixes contain information in 50 state structures, a list of those interviewed for the study, and 39 references. (JB)

ED 353 949 HE 026 211

Petry, John R.; Kenney, Gordon E.
The Impact on Higher Education. Part of a Symposium: Funding Shortfalls and Their Impact on Policy Making in the 1990's.
PUB DATE- 24 Oct 91
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Kansas City, MO, October 24, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

NOTE- 8p.; For related guides, see IR 015 928-929. Equipment and supplies catalog pages were removed prior to filming.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Aids; *Computer Assisted Instruction; *Display Aids; Educational Facilities Design; Educational Media; Guidelines; Illustrations; *Instructional Materials; Material Development; Meetings; *Microcomputers; Overhead Projectors; *Production Techniques; *Visual Aids; Visual Stimuli
IDENTIFIERS- *Liquid Crystal Displays

Designed to help create effective presentations using liquid crystal display (LCD) panels, this guide contains the basic information on LCD panels, as well as suggestions on when, where and how to best use them, presented in a step-by-step procedure format. Seven topics are addressed in the guide: (1) eight steps to a successful meeting presentation; (2) advantages of LCD panel presentations; (3) how the LCD panel works; (4) when to use an LCD panel; (5) designing a presentation for LCD output, including color panels, monochrome panels, and animation; (6) planning a meeting room; including screen size, types of screens, and room arrangements; and (7) a comparison chart of various LCD presentation products. (ALF)

ED 353 969 IR 015 932

Dills, Charles R.; Romiszowski, Alexander
The Instructional Developer, Expert Systems, and the Front End Process.
PUB DATE- 90
NOTE- 24p.; Uneven quality of type may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Structures; Comparative Analysis; *Educational Technology; Epistemology; *Expert Systems; Instructional Design; *Instructional Development; Man Machine Systems; Models; *Systems Development
IDENTIFIERS- *Instructional Design Professionals; Knowledge Acquisition; Knowledge Representation

This paper is intended to provide the instructional technologist already possessing some understanding of expert systems with some insight into two of the many steps involved in the design and production of such systems: knowledge acquisition and knowledge structuring or representation. It is also intended to help technologists to see how they might fit themselves into the knowledge engineering (i.e., expert systems building) paradigm. A generalized model for the design and production of an expert system is examined with particular emphasis on the first two steps--knowledge acquisition and knowledge representation--and the relationship between the instructional development process and the knowledge engineering process. Characteristics of the ideal knowledge acquisition engineer are compared to those of the ideal instructional developer, showing that the two processes are very similar and that a cross-fertilization of ideas and techniques between the two fields is both possible and profitable. (Contains 20 references.) (ALF)

Highlights of the findings include: (1) where LMCs are better funded, academic achievement is higher, whether their schools and communities are rich or poor and whether adults in the community are well or poorly educated; (2) better funding for LMCs fosters academic achievement by providing students access to more library media staff and larger and more varied collections; (3) among predictors of academic achievement, the size of the LMC staff and collection is second only to the absence of at risk conditions, particularly poverty and low educational attainment among adults; (4) library media expenditures and staffing tend to rise and fall with total school expenditures and staffing; (5) students whose library media specialists participate in the instructional process are higher academic achievers. Also included in the report are a current and comprehensive annotated bibliography on this subject and a timeline chronicling the evolution of such studies. (Author/KRN)

ED 353 990   IR 054 366

Weiss, Joachim W., Ed.
Innovation for Information: International Contributions to Librarianship. Festschrift in Honour of Dr. Ahmed H. Helal. Publication 16.
PUB DATE- 92
NOTE- 265p.
LANGUAGE- German; Arabic; French; English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Bibliographic Utilities; Foreign Countries; Futures (of Society); Higher Education; Information Literacy; Information Retrieval; *Innovation; *International Communication; *Library Automation; Library Cooperation; Library Education; Literacy Education; Online Catalogs; Optical Data Disks; Research Libraries; *User Needs (Information); Visual Aids
IDENTIFIERS- International Federation of Library Associations; *International Librarianship; Library History; Multimedia Materials; UNESCO

This publication contains the following essays: (1) "Das Bibliothekssystem der Ruhr-Universitat Bochum: hochschul-und stazungsrechtliche Grundlagen" (Bernhard Adams); (2) "On Appropriate Librarianship: The Genesis of the Library of Today, and Its Possible Exodus Tomorrow" (Maurice B. Line); (3) "The Challenge to Library and Information Professionals in the Visual Information Age" (Ching-chih Chen); (4) "Paradigm Lost: Research Libraries in an Era of Change" (Richard De Gennaro); (5) "Die wissenschaftliche Bibliothek auf dem Weg zur Mediothek" (Sigrid Reinitzer); (6) "Accessing Information: The Future" (Frederick G. Kilgour); (7) "International Issues in Education for Library and Information Professionals" (Mohammed M. Aman); (8) "The Use of New Technologies in the Library to Foster Literacy among Minorities" (Shmuel and Irene Sever); (9) "Serving the Users: On Our Constant Work to Make Better Libraries" (Morten Hein); (10) "Von der Benutzerschulung zur Information Literacy:' ein Uberblick" (Dieter Schmidmaier); (11) "Der lange Weg zu SOKRATES: Geschichte des EDV-Einsatzes an der Universitatsbibliothek Augsburg" (Rudolf Frankenberger); (12) "CD-ROM Networking Developments amongst the Oxford Libraries" (David J. Price); (13) "Library Automation in the Institute Libraries of the Technical University of Denmark: Introduction of the ALIS Compatible Microcomputer Online

(6) preservation programs abroad. (KRN)

ED 354 009 IR 054 386

Jackson, Miles M.
Education of Librarian and Information Professionals in the Pacific Islands.
PUB DATE- Aug 92
NOTE- 14p.; Prepared at the request of the International Federation for Information and Documentation (FID).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; Distance Education; Enrollment; Faculty; Foreign Countries; Higher Education; Information Science Education; Librarians; *Library Education; *Library Schools; Library Technicians; Program Descriptions; School Surveys
IDENTIFIERS- Fiji; Guam; Hawaii; New Zealand; Papua New Guinea; United States

This survey was conducted in 1992 to determine the state of affairs in preparing professionals to work in the library and information services (LIS) field. The paper examines programs in Fiji, Papua New Guinea, New Zealand, Guam, and Hawaii. Information is given about the nature and length of college or university level degree programs and the numbers of students and faculty. Education for LIS on two levels is examined: (1) professional, which requires matriculation at an institution of higher education; and (2) sub-professional, which is aimed at training individuals for support roles in library and information services. (Contains 8 references.) (Author/KRN)

ED 354 010 IR 054 387

Henderson, William Abbot, Ed.; McAbee, Sonja L., Ed.
Houston Cole Library Collection Assessment.
PUB DATE- 92
NOTE- 324p.; For the Collection Management and Development Policy, see ED 338 257.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Libraries; Evaluation Criteria; *Evaluation Methods; Higher Education; *Library Collection Development; *Library Collections; Library Planning; Library Standards; Library Statistics; Policy Formation; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Jacksonville State University AL

This document reports on an assessment of the Jacksonville State University's Houston Cole Library collection that employed a variety of methodologies and tools, including list-checking, direct collection examination, shelflist measurement and analysis, WLN (Washington Library Network) conspectus sheets, analysis of OCLC/AMIGOS Collection Analysis Service statistics, and compilation of percentage of growth statistics. It is a base for planning acquisitions activity and collection treatment, measuring whether the library conforms to its collection development policy, and determining whether program or accreditation requirements are being addressed. Reviews are presented of holdings in 34 subject areas: agriculture, Alabama Gallery, American literature, art, audiovisual, auxiliary descriptive and statistical data on enrollment trends, college personnel, educational finances, and governance. The report opens with a brief historical overview of the state system from its beginnings in 1933 to the present, including a list of the 28 colleges and their years of establishment. Next, the report presents statistical tables on the state's community college students, covering: (1) fall 1991 headcount enrollment by ethnicity and gender; (2) annual headcount enrollment by vocational program; (3) annual full-time equivalent (FTE) enrollment by college and discipline; and (4) degrees and other formal awards by college, ethnicity, and gender for 1990-1991. The next series of tables provide information on gender and ethnic breakdowns of full- and part-time employees and data on salaries of full-time faculty. Finally, financial information is presented on the system's revenues, expenditures, fees per college, operating budgets, and costs of instruction and support programs. A glossary of terms, a description of the current state funding policy, and a list of system personnel are included. (BCY)

ED 354 026 JC 930 046

Gill, Rajwant Kaur
Articulating Programs between Two- and Four-Year Institutions by Identifying Course and Program Competencies.
PUB DATE- 92
NOTE- 250p.; Doctoral Dissertation, George Mason University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Articulation (Education); College Curriculum; College Planning; College Transfer Students; Community Colleges; Comparative Analysis; Computer Science; *Computer Science Education; Course Content; Higher Education; *Intercollegiate Cooperation; *Minimum Competencies; Models; *Program Content; *Program Development; Transfer Policy; Transfer Programs; Two Year Colleges

Research indicates that program articulation between two- and four-year institutions begins when faculty at both levels identify and validate the competencies which students should have. A study was conducted to develop a model methodology for articulating a program of study between a two- and four-year institution by identifying and validating course and program competencies. The methodology involved the use of a case study, articulating a computer science program at Anne Arundel Community College in Maryland, with the first two years of the corresponding program at Towson State University (Maryland). Faculty from both institutions supplied course syllabi, tests, quizzes, final exams, lab and homework assignments, class handouts, textbooks, and other supplemental material for all courses in the two programs during the 1991-92 academic year. These materials were analyzed and a separate competency list was developed for each program. A third comprehensive list was then developed, identifying competencies common to, and differing between, the two programs. Faculty from both institutions participated in a workshop to rate the competencies identified in the third comprehensive list. Program-to-program comparisons revealed compatibility except for minor differences. Course-to-course comparisons revealed more significant differences. Resolution of the differences should permit development of an articulation agreement. A discussion of the rationale for negotiating articulation agreements, a methodology for resolving differing competency requirements, copies of the competency lists, data tables, with student diversity in the classroom, the number of teaching hours, and feelings of emotional isolation with regard to colleagues, while the size of the institution also affected these same problems. Also, while the amount of experience did not affect the types of problems reported, the type of experience was important. The following recommendations emerged from the study: (1) allow new faculty to evaluate the orientation program; (2) reduce orientation information into modules of three or fewer hours; (3) give new faculty a tour of the college and surrounding community; (4) provide released time for assigned mentors and their proteges; and (5) use tenured faculty as mentors. A review of teacher orientation and mentoring efforts at the elementary, secondary, two-year college, and four-year college levels; a 64-item bibliography; data tables; and the survey instrument are included. (PAA)

ED 354 043 JC 930 083

Richard J. Daley College Annual Report, 1991-1992.
PUB DATE- 14 Sep 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Budgeting; Budgets; *College Planning; Community Characteristics; Community Colleges; Educational Finance; *Enrollment Trends; *Institutional Characteristics; *Institutional Mission; Program Descriptions; Program Evaluation; School Business Relationship; Student Characteristics; Two Year Colleges
IDENTIFIERS- *City Colleges of Chicago IL Richard J Daley Coll

Focussing on the 1991-92 academic year, this annual report for Daley College (DC) in Chicago, Illinois, provides descriptions and detailed data on exemplary programs and initiatives, DC efforts to improve educational programs, the comprehensive support services provided to students, efforts in the area of community relations, use of fiscal resources, and human resource use and development. In addition, student outcomes are presented for the college credit division, adult learning skills division, and the adult/continuing education division, including numbers of course completers, and numbers of degrees and certificates awarded. Also, efforts undertaken to evaluate administrative operations, staffing and personnel, programs, and services are described, including a discussion of institutional strengths and weaknesses. Finally, goals and objectives for the 1992-93 academic year. Among the accomplishments and outcomes for the 1991-92 academic year were the following: (1) in spring 1992, a new Associate in Applied Science degree was offered in Multiple Spindle Machining; (2) in compliance with state regulations, 20% of educational programs were evaluated; (3) in 1991-92, 33,702 hours of free tutoring were provided to 4,702 students; (4) DC offered 1,716 credit classes; (5) financial aid was disbursed to more than 2,400 students; (6) 100% of Nursing graduates passed the state licensure exam; (7) articulation visits were made to 41 feeder high schools; (8) the Business Service Center generated more than $46,000 in revenues; and (9) affirmative action efforts have led to an upper-level administration at the college which is 53% minority and 50% female. Data tables, with information budget allocations, service area demographics, and program enrollments, are appended. (PAA)

ED 354 044 JC 930 084

the case in coparenting. Coparenting involves planned and focused activities to create a parenting partnership in which the child's family and the foster family share a commitment to ensure the well-being of the child while preserving the child's emotional connections to family and culture. Coparenting is well-suited for facilitating family restorations, overcoming barriers of cross-race and cross-cultural placements, responding to child neglect, and preparing a child for permanent placement with another family. (MM)

ED 354 060 PS 020 786

Morris-Bilotti, Sharon
Is an Integrated "Child-Centered, Family-Focused, Community-Based" Prevention System Possible? or Are We Just "Pipe-Dreaming"?
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Welfare; Community Resources; *Community Role; *Community Services; *Human Services; *State Aid; Young Children
IDENTIFIERS- Community Based Organizations; *Integrated Services; *State Local Relationship; State Responsibility

The process of reforming human services involves a true understanding of the meaning of child-centered, family-focused, community-based services, and the creation of the system that these concepts demand. The concept of "child-centered services" acknowledges that children are entitled to have their basic needs met in a manner that guarantees maximum opportunity for personal fulfillment and achievement. In order to visualize a child-centered, family-focused, community-based human service system, one must look at concentric circles in which the child and his or her full potential rest in the middle, surrounded by the family, the neighborhood and community, and the state and country. The system must be integrated at the local level, using an approach that removes categorical restrictions and combines funding from a variety of sources. This approach could bring together various state human service agencies for the purpose of integration, collaboration, and coordination. In this scenario, state agencies would become partners with local community members, facilitating goals concerning well-being and strategies established by the community. State agencies would lend knowledge, skill, and expertise to local community efforts and activities aimed at promoting child and family well-being, and would advocate on behalf of, and in partnership with, local communities at the state and federal level. Exploring these possibilities can help create a human service system worthy of its consumers. (MM)

ED 354 061 PS 020 998

Rosaen, Cheryl L.; And Others
Integration from the Student Perspective: Constructing Meaning in a Writers' Workshop. Elementary Subjects Center Series No. 62.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 69p.; For related documents in this set of papers on

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiotape Recordings; Check Lists; *Child Development; *Classroom Observation Techniques; *Dramatic Play; Informal Assessment; Photographs; *Portfolios (Background Materials); Primary Education; Rating Scales; Student Evaluation; Videotape Recordings; Young Children
IDENTIFIERS- *Portfolio Performance Appraisal Systems; *Student Centered Assessment

Many early childhood educators are beginning to experiment with and use portfolio assessment. Teachers are also observing young children at play and documenting their play activities for assessment purposes. Close observation of sociodramatic play gives teachers accurate perspectives on young children across the developmental domains of communication and cognition, and the aesthetic, physical, social, and emotional domains. However, insights gained through observation can be lost without some form of documentation. Teacher observations can be documented by means of checklists, rating scales, anecdotal records, photographs, and audio or videotaping. In addition to student work samples of writing, artwork, and individual or group projects, portfolio assessments should include documentation of children's sociodramatic play. (MM)

ED 354 080 PS 021 112

Fox, Jill Englebright
Just before the Bell Rings: Children's Conversational Topics during Kindergarten Dismissal.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Classroom Communication; Classroom Observation Techniques; Kindergarten; *Kindergarten Children; Primary Education; School Schedules; *Student Behavior; Teacher Student Relationship
IDENTIFIERS- *Conversation; *Routine Events

In an effort to determine the underlying roots of kindergartners' unruly behavior during dismissal time, this study examined the children's conversational topics during classroom dismissal routines. Using participant observation as the primary method of data collection, researchers observed seven dismissals, each lasting approximately 45 minutes, over a 7-week period. Transcriptions were prepared for tape recordings of the dismissal periods, written accounts, and interviews with the kindergarten teacher and one kindergarten student. Analysis revealed five main categories of conversation: the school bus, going to the rest room, what to take home, "who does this belong to," and saying good-bye. Many of the children's concerns about these topics were voiced in the form of a question that required a response from either the teacher or another child. Results showed that the conversational topics changed and the degree of chaotic behavior diminished as the school year progressed and as children became more familiar with the dismissal routine. (MM)

ED 354 081 PS 021 113

Help Me Learn, Help Me Grow = Ayudame a Aprender, Ayudame a

*Student School Relationship
IDENTIFIERS- *Middle School Students

Designed to encourage students to become involved with their school and community, this handbook presents a compilation of service and school spirit activities developed by the Meadow Park Intermediate School in Beaverton, Oregon. Information about how to organize a spirit or service club is presented, and three school spirit projects (locker decorations, morning announcements, and posters) are outlined. Nineteen in-building service projects are described, including assembly set-up and clean-up, courtyard maintenance, litter patrols, student tutors, and teacher aides. Several out-of-building service projects are also presented, including intergenerational activities, nursing home pen pals, and serving meals to the elderly. Sample forms for a field trip notice, field trip request, projects, and evaluation are appended. (MM)

ED 354 100 PS 021 157

Combes, Josette
Parent Run Day Care Centres: The Growth of a French Community Initiative. Studies and Evaluation Papers No. 8.
PUB DATE- Dec 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care Centers; Disadvantaged Youth; Early Childhood Education; *Economically Disadvantaged; Financial Support; Foreign Countries; Migrants; *Parent Participation; *Program Administration; Program Descriptions; *Program Design; Program Evaluation; Program Implementation; Public Opinion; Social Influences
IDENTIFIERS- *Association Collectifs Enfants Parents Profession; *France

This report examines how parent involvement in running day care centers in France has increased in recent years, and investigates the role that the Association des Collectifs Enfants Parents Professionnels (ACEPP) has played in making this form of child care more acceptable. After a discussion of the historical development and current choices of child care provisions in France, the concept of parent-run day care centers is described. Information is presented about the establishment and operation of parent-run centers, as well as issues and problems associated with this form of child care. The role of ACEPP in promoting development, encouraging dialogue, providing training, and working in the poorest areas of France is discussed, and applications of the model to disadvantaged and migrant families are described. A description is provided of the ACEPP-Bernard van Leer Foundation Project, a 3-year experimental project which examines factors limiting educational attainment among young disadvantaged migrants. The report closes with a discussion of overall issues and conclusions drawn from the study. Brief descriptions of three parent-run day care centers in Paris are attached. (MM)

ED 354 101 PS 021 169

Your Child and the National Curriculum: A Parent's Guide to What Is Taught in Schools.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English

the national average. In rural areas, 55 percent of the underclass population is white, compared with only 17 percent in the cities. Females account for 47 percent of the rural underclass, compared with 60 percent in central cities. The rural underclass has proportionately fewer young adults (48%) and more people of preretirement age (59%). The likelihood of underclass membership among rural minorities (Blacks and Hispanics) is higher than it is for those in central cities. The rural underclass is highly concentrated in the South, whereas the urban underclass is evenly divided among census regions. The data support the idea of a black underclass migration from the rural South to Northern cities. This data requires further testing before any conclusions can be drawn. (TES)

ED 354 120 RC 018 958

Klein, Edie
It's My Job: Job Descriptions for Over 30 Camp Jobs.
PUB DATE- 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affirmative Action; *Camping; *Employment Interviews; Employment Qualifications; *Equal Opportunities (Jobs); *Handicap Discrimination; Job Applicants; Job Development; Job Training; *Occupational Information; Outdoor Education; *Personnel Needs; Personnel Selection; Resident Camp Programs
IDENTIFIERS- *Americans with Disabilities Act 1990

This book was created to assist youth-camp directors define their camp jobs to improve employee performance assessment, training, and hiring. The book, aimed at clarifying issues in fair-hiring practices required by the 1990 Americans with Disabilities Act (ADA), includes the descriptions of 31 jobs. Each description includes the job's minimum qualifications, its position in the chain of command, and specific and general responsibilities. An opening section offers information on the ADA and on creating one's own job descriptions. Food-service, maintenance, office, driver, and health-care positions are defined as "operations" jobs. Program directors, assistants, and counseling positions fall under "program" jobs. Specific jobs described in the book include directors and counselors in the following areas: (1) adventure/ropes course; (2) athletics; (3) bicycle trips; (4) creative arts; (5) environmental education; (6) gymnastics; (7) pool and waterfront; (8) archery; (9) ceramics; (10) creative writing; (11) dance; and (12) music. The book also includes information on job interviews, staff training, and counselor-in-training materials. Also included are sample applications, interview forms, and a subject index. (TES)

ED 354 121 RC 018 959

Ford, Phyllis M.
Take a New Bearing: Skills and Sensitive Strategies for Sharing Spiders, Stars, Shelters, Safety, and Solitude.
PUB DATE- 91
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

(Contains 51 references.) (SV)

ED 354 139 RC 018 982

Youth Conservation Corps Program. Oversight Hearing before the Subcommittee on Energy and the Environment of the Committee on Interior and Insular Affairs. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 31 Mar 92
NOTE- 131p.; Serial No. 102-41.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Conservation (Environment); *Employment Opportunities; Experiential Learning; *Federal Aid; *Federal Programs; Financial Support; Hearings; Outdoor Education; Program Evaluation; Summer Programs; *Youth Employment
IDENTIFIERS- Congress 102nd; *Youth Conservation Corps

The Youth Conservation Corps (YCC) is a summer employment program for youth ages 15 through 18 from all segments of society. The program provides teenage employment and accomplishes conservation work on public lands. This hearing provides testimony by participants and directors in or related to the Corps to request funding for the YCC. The opening statement is given by Chairman of the Subcommittee on Energy and the Environment, Peter H. Kostmayer. Statements are also given by: (1) Allyssa Prazenic, member, Pennsylvania Conservation Corps; (2) Eleazar Dominguez, member, Pennsylvania Conservation Corps; (3) Virginia Crouch, graduate, Youth Conservation Corps; (4) Carlton Williams, ranger supervisor, Fairmont Park; (5) Paul McCloskey, Jr., Chair, House Commission on National and Community Service; (6) David Moffitt, U.S. Department of the Interior, National Park Service, Assistant Director, Visitor Services; (7) William Hartwig, U.S. Department of the Interior, Fish & Wildlife Service, Deputy Assistant Director, Refuges and Wildlife; (8) Jay Lamar Beasley, U.S. Department of Agriculture, Forest Service, Deputy Chief for Administration; (9) Peter Engbretson, executive director, Philadelphia Ranger Corps; (10) Don Mathis, director, Pennsylvania Conservation Corps; (11) Richard Bernheimer, interim director, California Conservation Corps; (12) Kathleen Selz, executive director, National Association of Service and Conservation Corps; (13) Margaret Rosenberry, Youth Service America, director, finance and administration; and (14) Destry Jarvis, executive vice president, Student Conservation Association. The document contains a Conservation and Service Corps Profiles chart which highlights the various programs. The appendix contains two letters submitted for the hearing record. (KS)

ED 354 140 RC 018 984

Condition of Education in the Adirondack Blue Line.
PUB DATE- Sep 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Attendance; Dropout Rate; Elementary Secondary Education; Enrollment; *Lifelong Learning; Postsecondary Education; *Rural Schools; School Districts; *School Statistics; Scores; *Teacher Characteristics; Teacher Student Ratio
IDENTIFIERS- *Adirondack Mountains; *New York (Upstate)

Teach with Energy! FUNdamental Energy, Electricity, and Science Lessons for Grades K-3.
PUB DATE- 90
NOTE- 168p.; For grades 4-6 lessons, see SE 053 298.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electricity; *Elementary School Science; Energy Conservation; *Energy Education; Environmental Education; Food; Fuels; Mathematics Instruction; *Primary Education; *Science Activities; *Science Education; Science Instruction; Social Studies
IDENTIFIERS- Energy Consumption; Energy Conversion; Energy Sources

This book is an energy, electricity, and science resource guide for teachers of grades K-3. The types of energy covered are: coal, oil, natural gas, nuclear energy, renewable energy sources, electricity and food. Thirty-one interdisciplinary energy lessons are the heart of the book. Each lesson is teacher tested and can be incorporated into the agenda for mathematics, social studies, or science instruction. The lesson format highlights all of the information needed to assess at a glance the lesson's place in an instructional program. All the lessons are tied into the National Energy Foundation's conceptual framework for energy education. Each lesson is keyed to a specific energy concept within the framework's broad categories: energy sources, uses and applications of energy, energy forms and conversions, environmental and economic impacts, limits of energy resources and supply, energy future, and energy conservation and management. Contents of each individual lesson are: disciplines addressed (science, art, language arts, etc.); appropriate grade level; time required; concept addressed; activity goal; materials needed; "what to do"; and evaluation idea. Background information is provided to help teachers answer student questions. Activities accompanying the lessons include: pages to color; flashcards; songs; and puzzles. Fifteen similar activities are included in a section "just for fun." An energy glossary concludes the document. All activities are reproducible for classroom use. (PR)

ED 354 160 SE 053 298

Teach with Energy! FUNdamental Energy, Electricity, and Science Lessons for Grades 4-6.
PUB DATE- 92
NOTE- 153p.; For grades K-3 science lessons, see SE 053 297.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electricity; *Elementary School Science; Energy Conservation; *Energy Education; Environmental Education; *Fuels; Intermediate Grades; Mathematics Instruction; *Science Activities; *Science Education; Science Instruction; Social Studies
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ED 354 180 SO 022 626

Assessing Citizenship. The Goal 3 Technical Planning Subgroup on Citizenship Report.
PUB DATE- 31 Jul 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Curriculum Development; Educational Objectives; *Educational Planning; Elementary Secondary Education; Evaluation Methods; Role of Education; Social Studies; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Educational Indicators; National Assessment of Educational Progress; *National Education Goals 1990; National Education Goals Panel

This report from the Goal 3 Technical Planning Subgroup focuses on three areas that have been identified as important to improving the citizenship education of students: community service, voter registration of 18- to 20-year-olds, and knowledge of citizenship. (The aim of Goal 3 of the National Education Goals is that by the year 2000 American students will have competency in various subject disciplines so they will be prepared for responsible citizenship, further learning and productive employment.) Within each of these three areas the report examines the available means by which assessment of student progress can be made. The recommendations made by the report include utilizing the National Assessment of Educational Progress (NAEP) to collect data in each of the three areas. (DB)

ED 354 181 SO 022 646

Scrofani, E. Robert, Ed.
Beginnings of the Industrial Revolution in England.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Factors; *Economics Education; Foreign Countries; *History Instruction; Industrialization; *Instructional Materials; Revolution; Secondary Education; Social Studies; Socioeconomic Influences; World History
IDENTIFIERS- *England; *Industrial Revolution

These teacher-developed materials are designed to help educators integrate economic concepts into the teaching of history. The materials include readings on the Industrial Revolution in England and a series of activities that require students to analyze the impact of industrialization first on English peasant farmers, and then on workers in early textile mills, and finally on rural Americans before electrification, and to debate the positive and negative effects of this historical period. (DB)

ED 354 182 SO 022 649

Twenty-Fifth Anniversary Annual Report.
PUB DATE- 90
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

eight units entitled: (1) "The Land and People before Columbus"; (2) "Age of Exploration"; (3) "Settling the Colonies"; (4) "Settling the Trans-Appalachian West"; (5) "The War for Independence"; (6) "Life in the Young Republic"; (7) "The New Nation's Westward Expansion"; and (8) "Linking Past to Present: The American People, Then and Now." (LBG)

ED 354 203 SO 022 876

Blankenship, Glen, Ed.
Germany: The Search for Unity.
PUB DATE- 92
NOTE- 101p.; The lessons in this publication were excerpted and revised from a work entitled: "Germany and Georgia: Partners for the Future" (ED 325 426).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; European History; Foreign Countries; *International Studies; Learning Activities; Secondary Education; Social Studies; Teaching Methods; World Affairs; World History
IDENTIFIERS- East Germany; *Germany; West Germany

The 12 lessons in this collection are designed so that they may be used individually, integrated into the curriculum at appropriate places, or used as a complete unit. The lessons are entitled: (1) Impressions of Germany and Germans; (2) The Location and Population of Germany; (3) Pollution in Germany: A Complex Problems; (4) German Political Unity and Disunity; (5) Religion in German History: Conflicts and Harmony; (6) German Economic System; (7) Germany and the European Community; (8) Comparing the "Two Germanies"; (9) German Unification; (10) Structure of Government in the Federal Republic of Germany; (11) Comparing Constitutions; and (12) Policies of the "New" Country. Each lesson begins with an outline for teaching that includes instructional objectives, a list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. The lessons were developed as a result of study/travel seminars attended by a group of Georgia (U.S.) educators during the summers of 1989 and 1991. An appendix contains geographical information on Germany and the United States, as well as a list of sources of information on the Federal Republic of Germany. (DB)

ED 354 204 SO 022 883

Parisi, Lynn S.
The Constitution and Individual Rights in Japan: Lessons for Middle and High School Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Civil Liberties; *Constitutional Law; Cross Cultural Studies; Foreign Countries; Foreign Culture; Intermediate Grades; *International Law; International Studies; *Law Related Education; Learning Activities; Middle Schools; Political

procedures, and guidelines of the project are identified. Although the mentoring project involved teachers of adult learners, many principles and guidelines may apply to the mentoring process of teachers at various grade levels and in different subject areas. The project progressed through three adaptations based on experiences gained during previous approaches. The feeling of participants in the project was positive; the project was viewed as not merely a duplicate teacher training program, but rather as an in-service teacher development process; beginning teachers assessed coaching as an instructive experience; experienced teachers were reassured because their experiences and competence were valued; beginning teacher assessment was based on detailed data and balance; and, students were involved in the program. Mentoring projects such as this can be considered a kind of "action research"; trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching, and learning. The result is improvement in what happens in the classroom and school, and better articulation and justification of the quality of educational practices. (LL)

ED 354 223 SP 034 300

Zeichner, Kenneth M.
Beyond Inquiry-Oriented Teacher Education: Rethinking the Practicum. Monograph No. 17.
PUB DATE- Sep 92
NOTE- 37p.; Revised version of the keynote address presented at the Western Canadian Association for Student Teaching (Edmonton, Alberta, Canada, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Curriculum Problems; Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; Inquiry; *Learning Strategies; *Practicums; Preservice Teacher Education; *Student Teaching; Teaching Experience
IDENTIFIERS- Canada; *Professional Development Schools; Reflective Teaching; Reform Efforts

This paper highlights some emerging trends in rethinking the teacher education practicum in North America. The paper discusses several major obstacles to student teacher learning that persist even in many of the new inquiry-oriented practicums that focus on the development of reflective teaching practice. While teachers praise the value of the practicum in relation to the rest of the teacher education program, there has been criticism of the ways in which the practicum as it is typically conducted undermines student teacher learning. It is argued that the practicum experience in its present form needs restructuring, and that major changes are needed to fundamentally alter power and role relationships. A practicum experience that is a more educative experience should prepare prospective teachers to enter learning communities; to assume the full range of teachers' responsibilities; and to learn to teach everybody's children, not just children like themselves. The recent re-emergence of the professional development school movement in North America is described as an example of the beginning of a paradigm shift in clinical teacher education. (Contains 78 references.) (LL)

ED 354 224 SP 034 301

Funding Period: August 1989-July 1992. Final Report.
PUB DATE- 93
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disabilities; *Educational Planning; *Family Programs; Higher Education; Leadership Training; Masters Programs; Preschool Education; Preservice Teacher Education; Rural Environment; Special Education; *Special Education Teachers; *Special Needs Students; *Young Children
IDENTIFIERS- University of Vermont

This report describes a graduate program at the University of Vermont's Center for Developmental Disabilities. The program's objective was to prepare essential early educators to meet Vermont's need for highly trained early childhood special educators to assume educational leadership roles. Upon successful completion of the training program students were prepared: (1) to provide individualized, family-centered, special education services to young children with disabilities and their families; (2) to provide direct and consultative services across home, center, and integrated community-based settings; (3) to work with other agencies and disciplines to implement a comprehensive, coordinated system of services for young children with disabilities and their families; and (4) to assume the multiple educational and leadership roles required for establishing, coordinating, implementing, and evaluating early childhood special education programs in rural, sparsely populated settings. Six appendices comprise the bulk of the document: (1) Characteristics of Family-Centered Practitioners Checklist; (2) Family-Based Experience; (3) Practicum Manual (which comprises about half the document); (4) Student Evaluation by Competencies; (5) Sample Evaluation Forms; and (6) Evaluation Summaries. (LL)

ED 354 243 TM 019 236

Jenkins, Neil J.
The Scholastic Aptitude Test as a Predictor of Academic Success: A Literature Review.
PUB DATE- 23 Jul 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Aptitude; *Aptitude Tests; *College Entrance Examinations; Foreign Countries; Higher Education; High Schools; Predictive Validity; Predictor Variables; Standardized Tests; *Success; Test Bias; *Test Use
IDENTIFIERS- *Canada; *Scholastic Aptitude Test

The use of the Scholastic Aptitude Test (SAT) for predicting academic success has generated tremendous debate about fairness and bias. Despite discrepant observations and arguments, the need for a credible assessment formula remains strong. Although widely used by a large number of American colleges, the SAT and similar tests are not widely used for either evaluation of potential success or admissions screening by postsecondary institutions in Canada. Entrance requirements for Canadian postsecondary institutions are still frequently based on high school grade point average (GPA) and marks attained at other postsecondary institutions. This review of nine studies considers the predictive validity of the SAT for Canadian

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Elementary Secondary Education; *Predictor Variables; Profiles; School Districts; *School Effectiveness; School Statistics; School Surveys; Socioeconomic Influences; *State Surveys; Teacher Certification
IDENTIFIERS- American College Testing Program; *Educational Indicators; *Louisiana

The appropriateness and usefulness of indicators used on the Progress Profiles of the Louisiana State Department of Education were studied using data from 1,336 public regular education schools in Louisiana. Categorization variables considered included socioeconomic and demographic indicators and school size and type. School effectiveness indicators reported and evaluated are: (1) class size; (2) classes taught by certified teachers; (3) student dropouts; (4) student attendance; (5) students suspended and expelled; (6) American College Test (ACT) results; and (7) state criterion and norm-referenced test results. Student achievement among Louisiana schools was inversely related to the socioeconomic status of the student population, the percentage of students suspended, and the percentage of dropouts. Student achievement was directly related to percentage of student attendance and the percentage of classes taught by certified teachers. School size and type and class size appeared to have little direct impact on test scores, although school size was important in conjunction with other variables. Results suggest that, in Louisiana, large schools are not educationally effective for economically deprived students. In addition, teacher certification does not appear to have as great an impact as expected. ACT results do appear to accurately reflect education in Louisiana. An appendix contains 11 tables of study findings. (SLD)

ED 354 262 TM 019 526

Peel, Jennifer L.; And Others
Schematic Maps: Cognitive Tools for Enhancing the Early Stages of Counseling.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Nov 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Cognitive Mapping; Drinking; Essays; Higher Education; *Peer Counseling; Psychology; Questionnaires; *Schemata (Cognition); *Undergraduate Students
IDENTIFIERS- *Schematic Maps; *Self Counseling

The utility of schematic maps as tools for the early stages of both peer counseling and self-counseling was explored in two studies. In experiment 1 (self-counseling), 42 students (18 males and 24 females) from undergraduate general psychology classes participated to fill course requirements. Participants were assigned to a schematic map or essay group. They first extracted information about their alcohol-related behavior patterns and then analyzed the patterns from the perspective of a counselor. In experiment 2 (peer counseling), 38 students (14 males and 24 females) from upper division psychology courses

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Cooperation; Educational Environment; High Schools; High School Students; Intermediate Grades; Middle Schools; Minority Group Children; Parent Participation; Parent School Relationship; *Program Evaluation; School Community Relationship; School Holding Power; *School Safety; Secondary Education; *Specialists; *Student Attitudes; Urban Schools; Urban Youth
IDENTIFIERS- Columbus Public Schools OH; *Disruptive Behavior; *Home School Community Systems; Middle School Students

This study evaluated a program of strategies and coordinated services designed to increase safety in the Columbus (Ohio) district schools. In the 1991-92 school year, the Home-School-Community Agents (HSCAs) and Safety-Security Specialists (SSSs) programs were merged and together they concentrated on the following goals: (1) safe and secure school environments; (2) liaison among schools, parents, and the community; (3) safety for students enroute to and from school; (4) liaison among parents, students, and the community to promote adjustment of disruptive pupils to the school environment; (5) liaison among schools, the police, and courts; and (6) keeping appropriate records. The merged program served 485 students, was staffed by 19 HSCAs and 9 SSSs, and was based in 15 high schools and 12 middle schools. The evaluation focused on the in-depth services provided to disruptive pupils. Of the 173 students who completed pretests and posttests about their attitudes, 53.2 percent showed improved school-related attitudes. Of all of the students served by the program, 57.7 percent were rated by their case-workers as having derived some benefit from the program. An evaluation of a home-school liaison component of the program found that program objectives were achieved. Overall, the merger of the two programs was generally successful. Fifteen tables are included. Three appendixes contain operational objectives and activities, eight figures showing dropout probabilities by grade, and the study instruments. (JB)

ED 354 281   UD 029 026

de la Garza, Roldolfo O.; And Others
Latino National Political Survey. Summary of Findings.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.; Tinker Foundation, New York, N.Y.
PUB DATE- Dec 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cubans; Economic Status; Ethnicity; Immigrants; *Latin Americans; *Mexican Americans; National Surveys; Political Affiliation; *Political Attitudes; Political Socialization; *Puerto Ricans; Racial Identification; *Social Behavior; Social Status; Spanish Speaking; Whites
IDENTIFIERS- *Latinos

This study surveyed political values, attitudes, and behavior of Mexicans, Puerto Ricans, and Cubans in the United States. This report describes U.S. Latinos as foreign-born, native (U.S.)-born, non-U.S. citizens, and U.S. citizens. The study used a household, in-person survey, in English or Spanish (interviewee's choice), of 1,546 Mexicans, 589 Puerto Ricans,

NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Advertising; *American Indians; *Cultural Awareness; Essays; *Library Acquisition; Library Circulation; Library Instruction; *Library Services; *Literacy Education; Outreach Programs; Program Evaluation; Public Relations; *Tutorial Programs; Volunteers; Volunteer Training
IDENTIFIERS- Arikara (Tribe); *Fort Berthold Indian Reservation; Hidatsa (Tribe); Mandan (Tribe); Native Americans

The report describes activities of the Fort Berthold Reservation Public Library (North Dakota) Literacy Program to meet six objectives for the 1988-89 project year. The program was designed specifically to promote literacy among three Native American tribes, the Mandan, Hidatsa, and Arikara. Objectives included acquisition of a library literacy coordinator, development of an essay collection with cultural relevance to the three tribes, acquisition of traditional literacy materials, promotion of literacy services, and volunteer tutor training. The essay collection developed for the library was compiled from materials submitted by students in a local community college Native American literature program, biographies written by a literacy tutor, and the program's coordinator. The collection focused on five cultural aspects of the tribes: ancestors; contemporary stories; historic places and events; traditions; and traditional foods. It is reported that creation of the essay collection resulted in increased use of other library services. Promotion of the literacy program was achieved through local radio, newspapers, local service programs, television programs, activities of a designated state literacy day, and distribution of literacy materials by mail. All stated program goals and objectives were met. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 353 853 FL 800 428

Allison, Joyce
Price City Library Literacy Project. Final Performance Report, 1989.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Budgets; College Credits; College School Cooperation; College Students; Community Colleges; Elementary Secondary Education; English (Second Language); Higher Education; Illiteracy; Instructional Materials; *Library Services; *Literacy Education; *Outreach Programs; Parent Participation; Program Evaluation; Public Libraries; Public Relations; *Tutorial Programs; Volunteers; Volunteer Training
IDENTIFIERS- *College of Eastern Utah; Price City Library UT

The report details the progress of the Price City (Utah) Library Literacy Project toward achievement of its 12 stated objectives: to (1) train 30 volunteer tutors; (2) match them with students; (3) develop a course at the College of Eastern Utah so college students can receive credit for tutoring adults in reading or English as a Second Language; (4) monitor the tutor/student matches; (5) provide materials and help arrange tutoring sites; (6) provide inservice training to tutors and less than half time and those who attend more than half time. Included are a special section on part-time students at public 2-year colleges, discussion of implications, 6 end notes, 5 resources, and a 19-item bibliography. (JB)

ED 353 873   HE 026 127

A Challenge of Chance: Public, Four-Year Higher Education Enrollment Lessons from the 1980s for the 1990s.
PUB DATE- 92
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; Adult Students; College Students; Curriculum Development; *Educational Demand; Educational Trends; *Enrollment Trends; Equal Education; Ethnic Groups; Higher Education; Immigrants; Minority Groups; Organizational Objectives; Outreach Programs; *Public Colleges; Student Recruitment; Transfer Students; *Trend Analysis
IDENTIFIERS- *1980s; *1990s; Diversity (Student)

This book offers essays on the response of public four-year colleges to the enrollment trends and challenges of the 1980s, particularly the challenges of providing service in light of the unexpected demand for higher education in that decade. The issues and lessons of the experience of the 1980s are covered in 10 chapters by higher education experts and practitioners. The chapters are as follows: (1) "Public College Enrollment Trends of 1979-1989" by Ernest L Boyer; (2) "Immigration: Recognizing the Benefit, Meeting the Challenges" by Lee Kerschner; (3) "Institutional Outreach: Enrollment Issues of the 1980s, Enrollment Strategies for the 1990s" by Shirley F. Binder; (4) "Rethinking Institutional Outreach" by Wayne Sigler; (5) "Looking Back While Moving forward: Curricular Lessons from the 1980s for the 1990s" by Stephen R. Portch; (6) "The Changing Nature of the Transfer Student Population" by Louis W. Bender and Harry C. Doster; (7) "Democracy's Promise: Access for Adults in Higher Education" by Timothy Lehmann and Mary Edinburgh; (8) "Better Measures of Equity in Minority Participation and Enrollment" by Richard C. Richardson and D. Michael Pavel; (9) "Minority Participation in Higher Education: Trends, Implications, and Imperatives" by Muriel Morisey Spence; and (10) "Building an Ethnically Diverse Institution" by Eugene M. Hughes. References accompany the articles. (JB)

ED 353 874   HE 026 128

Securing the Future of Higher Education in Ohio. A Report.
PUB DATE- Dec 92
NOTE- 36p.; For a related document, see HE 026 129.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Community Colleges; Educational Finance; Educational Planning; *Educational Policy; Educational Quality; Futures (of Society); Government Role; *Higher Education; *Long Range Planning; Policy Formation; *Public Education; Research and Development; Research Universities; *State Aid; State Boards of Education; Two Year Colleges
IDENTIFIERS- *Ohio

This report offers the analysis and recommendations of an Ohio state advisory board for state support of higher education in Ohio that urges a commitment to increased funding as an

Gender, and Instrumental Ensemble.

PUB DATE- 16 Dec 92

NOTE- 38p.; Paper presented at the Annual Meeting of the National Band Association (Chicago, IL, December 16, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Tests; College Students; Dropout Research; Grade Point Average; Higher Education; Music Activities; Musical Instruments; *Music Education; Questionnaires; Statistical Analysis; *Student Evaluation

IDENTIFIERS- *Musical Independence

This study analyzed the relationship between MI (musical independence) and placement in college instrumental ensembles, the influence of instrument family and gender on the development of MI in postsecondary students, and identification of those outstanding MI students most at risk of dropping music as their college major. Instrumentalists (N=354) at three universities were administered Colwell's Music Achievement Tests 3 and 4. Findings are reported in relation to the following questions: (1) At each institution, is the top instrumental ensemble more musically independent than the bottom ensemble? (2) Is there a natural growth in MI for music majors from freshman to graduate student? (3) Is the non-music major's musical growth influenced by participating in a postsecondary instrumental ensemble? (4) What is the relationship of the music major's instrument and MI growth? (5) What is the relationship of music major's gender and MI growth? (6) What are the trend-lines for MI when the student's instrument family and gender are combined? and (7) How could the Music Achievement Tests 3 and 4, or grand total test scores be used to evaluate postsecondary students or programs? Among the findings were that the needs of a large university marching band program and the student's professional aspirations are not necessarily congruent. Appendices include the instrumental college survey used in the study and the statistical findings. (Contains 11 references.) (GLR)

ED 353 892 HE 026 149

Edgerton, Russell; And Others

The Teaching Portfolio: Capturing the Scholarship in Teaching.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 91

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140)

DESCRIPTORS- College Faculty; Guidelines; Higher Education; *Instructional Improvement; *Peer Evaluation; *Portfolios (Background Materials); Postsecondary Education; Professional Development; Teacher Effectiveness; *Teacher Evaluation

This report argues a case for the use of professional teaching portfolios by educators in higher education, advances a point of view about portfolio issues, and offers examples of portfolio entries. A work-sample-plus-reflection model is presented as a guide for what might be included in a portfolio and why it might be used at a particular campus. Sample portfolio entries based on the model are then presented from teachers teaching courses in a variety of subjects, including introductory philosophy, management, artificial intelligence, psychology, history, and developmental writing. The report concludes with observations and ideas for getting started with

ED 353 911 HE 026 170

McPherson, Michael S.; Byce, Charles R.
IRA's for College Savings.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Federal Programs; Government Role; Higher Education; *Money Management; Parent Financial Contribution; *Paying for College; *Policy Formation; Public Policy; Taxes
IDENTIFIERS- *Individual Retirement Accounts

This paper analyzes the merits of proposals to encourage saving for college by permitting families to use funds accumulated in Individual Retirement Accounts (IRA's) to pay postsecondary education expenses. The paper argues that tax treatment of such expenditures might parallel that for expenditures of IRA's for retirement purposes--deferring tax on both contributions and accumulated interest until withdrawal. Or, alternatively it could be made more generous by taxing withdrawals at a lower rate. The paper reviews savings incentives, and argues for policy analysis that would distinguish the use of saving incentives to stimulate aggregate total saving from their use in encouraging the reallocation of saving toward preferred uses. A look at alternative incentives for college savings describes how such a plan might operate through tax preferences or through direct expenditure programs. A further section discusses how to design an IRA for educational savings. The paper moves on to look at how such a program would operate as a family investment opportunity, covering tax implications, integration with the financial aid system, and alternative financing. The section following addresses public policy assessment covering cost, equity, and behavioral effectiveness. The final section summarizes the analysis. Contains seven references. (JB)

ED 353 912 HE 026 171

Murphy, Mary Kay, Ed.
Building Bridges: Fund Raising for Deans, Faculty, and Development Officers.
PUB DATE- 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Administrators; *College Administration; *College Faculty; *Deans; Donors; Educational Finance; Financial Needs; Financial Policy; *Fund Raising; *Higher Education; Private Financial Support; Team Work
IDENTIFIERS- Development Officers (College)

This publication offers 16 articles by higher education administrators, faculty and development officers on dean and faculty members roles in development work as well as the teamwork and synergy that develop in the best efforts. Following an introduction by George Keller, the articles are as

Foreign Countries; Government Role; *Higher Education; *Humanities; *Social Sciences
IDENTIFIERS- *Austria; European Community

This report, one of a series of country studies on higher education and employment particularly in the humanities and social sciences, looks at employment prospects for social science and humanities graduates in Austria. Organized in three main sections the first reviews past problems in humanities and social science education. In particular the following topics are examined: difficulties in the context of broad changes in the Austrian higher education system and in increased access to higher education; study courses in the humanities and social sciences; specialization, classification, and modernization of these programs; employment of graduates in the 1980s; and employment of graduates in selected disciplines. The second section looks at quantitative development of enrollments and graduates in the humanities and social sciences as compared to other disciplines. A final section reviews recent problems of higher education in Austria, in particular insufficient increase in expenditures for universities in the last decade due to decreasing political support for an expansion of higher education since the mid-1970s and issues raised by membership in the European Community. An appendix contains seven tables. (Contains 11 references.) (JB)

ED 353 931   HE 026 192

Higher Education and Employment: The Changing Relationship. Recent Developments in Continuing Professional Education. Country Study: Finland.
PUB DATE- 91
NOTE- 19p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Continuing Education; Economic Factors; Educational Change; *Educational Demand; *Educational Trends; *Education Work Relationship; Employment Opportunities; Employment Qualifications; Enrollment; Foreign Countries; Government Role; Higher Education; Open Universities; *Politics of Education; *Professional Continuing Education; Universities
IDENTIFIERS- Europe; *Finland

This report, one of a series of country studies on higher education and employment particularly in continuing professional education, looks at recent developments in Finland. An opening section reviews the structure of continuing education in Finland where most continuing education is arranged by private employers with universities. The paper describes how continuing education has led to several schools of thought on how these services should be provided: neo-traditionalists, cultural revolutionists of science, and utilitarians. A following section describes and analyzes the role of open universities, Finnish universities open to all and designed to serve adults over age 23. This section looks at how individuals pursue study at these institutions in order to gain the required credentials for various types of employment, a process which may devalue the basic academic degree. A discussion of the growing volume of continuing education and projected need for these services shows that continuing professional education recently grew by 86 percent over 3 years. A comparison to other European countries identifies nine important differences. A final section describes how a university-level continuing education course may come about

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Budgets; Educational Finance; *Educational Policy; Financial Exigency; *Financial Problems; *Higher Education; *Policy Formation; Public Education; *Retrenchment; State Aid
IDENTIFIERS- Memphis State University TN; Tennessee

This paper examines the impact on higher education of funding shortfalls that are due to significant reductions of college budgets by state legislatures and that result in trimming of services and laying off of employees. First, an overview of national trends and statistics describes retrenchment as a key institutional response. A look at some shortfalls in states of the Southern Regional Educational Board follows. Next, an in-depth examination of the effect of shortfalls in Tennessee is offered. This analysis details recent budget figures and changes and describes some of the strategies being considered to respond to the crisis. Those strategies include freezing salary levels, restricting benefits programs for state employees (including tuition benefits at state institutions), hiring freezes, purchasing freezes, travel limits for faculty, and delay of essential construction projects. The next section speculates that such measures might result, over time, in scaling back of program offerings, a redefinition of degree requirements, elimination of programs with low productivity, and the coalescing of small departments. Also explored are the possible effects of shortfalls on professional and nonprofessional staffing, on creativity, and on research. In addition the paper raises a number of questions including: Whether and when funds will be restored; Whether there will be an award for efficiency in managing an institution successfully through a crisis; Whether there will be a monitoring that determines no real conservator among the many managers; and What models will be used by which to establish standards. A conclusion offers six recommendations. (Contains 26 references.) (JB)

ED 353 950 IR 015 896

Hunter, Ian; Beeson, David
Marketing Open and Flexible Learning...The Direct Mail Approach.
PUB DATE- 1 Apr 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Access to Education; Computer Software; Cost Effectiveness; Costs; *Distance Education; Distributive Education; Educational Opportunities; Foreign Countries; Independent Study; *Institutional Advancement; *Marketing; Nontraditional Education; *Open Education; Postsecondary Education; Publicity; School Surveys
IDENTIFIERS- *Direct Mail; England

The first section of this instructional guide explains why open learning needs marketing and what steps go into preparing a marketing campaign, including marketing the college and tutor time, service definition, service delivery, and communications. Changes in education that have affected open learning in recent years are addressed in the second section, including targeting the campaign. The following section focuses on identifying competitors and preparing a strategy to compete with them, using the technique of SWOT (Strengths, Weaknesses,

ED 353 970 IR 015 933

Scarbeau, Brian G.
Introducing Multimedia Applications into the Curriculum Using IBMs.
PUB DATE- Oct 92
NOTE- 12p.; A brief summary of the major points and conclusion of a paper presented at the National Conference on College Teaching and Learning (3rd, Jacksonville, FL, April 10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Computer Assisted Instruction; Computer Peripherals; *Computer Science Education; *Computer Software; Educational Media; *Hypermedia; Microcomputers; *Multimedia Instruction; Two Year Colleges
IDENTIFIERS- Lake Sumter Community College FL; *Multimedia Materials

Following a definition of multimedia, a description of the advantages of multimedia software, and a list of necessary multimedia hardware, this paper describes in detail the phasing in of new technology into the curriculum at Lake-Sumter Community College (Florida). Implementation of a one-credit course entitled Introduction to Multimedia Computer Applications, which was offered as an elective for students by the Computer Information Systems Department, is described; and features of Linkway (i.e., IBM's multimedia software for organization of information) are outlined. The paper includes lists of new publications for multimedia, multimedia publishers, as well as a glossary of multimedia terminology. (ALF)

ED 353 971 IR 015 934

Jenks, Lynn, Comp.; And Others
Invitational Forum for the Development of Coordinated Statewide Leadership in Educational Technology (California, July 14, 1982).
PUB DATE- 82
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Clearinghouses; Curriculum Development; Educational Innovation; *Educational Planning; *Educational Technology; Elementary Secondary Education; Financial Support; Group Discussion; Long Range Planning; *Needs Assessment; Program Implementation; Staff Development; State Programs; Technological Literacy
IDENTIFIERS- California

Reports on a forum sponsored by the California State Department of Education in cooperation with the California School Boards Association and the Far West Laboratory for Education Research and Development, which was held to identify the most critical needs for educational technology in the state and to discuss possible strategies for meeting these needs. The final consolidated list of six critical educational technology needs--which were determined through small group brainstorming sessions and voting by all participants--is presented: (1) state and local planning; (2) public awareness of technology literacy issues; (3) adequate funding for planning and

Cataloguing and Retrieval System PC-INFO" (Bent Barnholdt); (14) "Probleme der Bibliographie-Herstellung durch angeblich automationsgerechte Regelwerke" (Karl F. Stock); (15) "The Bibliographic Utility: The Next Decade" (David Buckle); (16) "Der dritte mittelfristige Plan der UNESCO und die Bibliotheken" (Gunther Pflug); (17) "IFLA's Long Term Policy" (Hans-Peter Geh); (18) "Das schone Madchen ohne Mitgift: ein kurzer Streifzug am Rand der Agyptologie" (Harro Heim); (19) "Bibliotheca Alexandrina" (Jean-Pierre Clavel--in French); (20) "The Way to Alexandrina" (Salem Hasan--in Arabic). (KRN)

ED 353 991 IR 054 367

Herbert, Ida L.
An Investigation of Domestic Approval Plan Return Rates by Academic Subjects before and after Subject Reprofiling at a Medium-Sized Academic Library.
PUB DATE- Apr 91
NOTE- 67p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Books; *College Libraries; Higher Education; Intellectual Disciplines; *Library Acquisition; *Library Material Selection; *Profiles; Purchasing
IDENTIFIERS- *Approval Plans; *Return Rates (Books); Vendors; Wright State University OH

Approval plans are widely used in academic libraries to acquire current books soon after publication without time-consuming, costly title-by-title ordering. However, return rates of unselected books to the approval plan vendor are sometimes unacceptably high. Wright State University Library attempted to moderate their high approval return rates by fine-tuning their domestic approval plan subject profiles. After presenting a brief overview and literature review of the evaluation of approval plans, this paper describes a two-phase observational study undertaken at Wright State University Library to investigate before and after reprofiling return rates in order to explore the possibility that a relationship existed between subject areas and the number of books rejected. Science and engineering subject areas were found to be heavily represented in the rankings of subjects with the highest return rates both before and after reprofiling, and although most of the highest return rates were reduced following reprofiling, they still generally remained quite high. However, the return rates for most subject areas were poor both before and after reprofiling. While a trend may have been indicated, internal factors that appeared to come into play (for example, whether all books were reviewed and the questionable accuracy and appropriateness of the profiles themselves) made the researcher hesitate to assert a definitive connection. Samples of Baker & Taylor Management and Activity Reports and statistical tables are appended. (Contains 55 references.) (Author/KRN)

ED 353 992 IR 054 368

National Bookmobile Guidelines, 1992.
PUB DATE- Nov 92
NOTE- 28p.; For the 1988 guidelines, see ED 314 047.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

sciences of history, biology, chemistry, commerce and business administration, communication, criminal justice, drama, education, English literature, family and consumer science, general works, geography and anthropology, geology, government documents, history, languages and related literatures, law, library science and bibliography, mathematical and information sciences, military science, music, nursing, philosophy and religion, physics and engineering, political science and public administration, psychology, sociology and social work, technology, and Western European literatures. Each review contains statistics on monographic, serial, and nonprint media holdings; a description of support from collections in related subjects areas; and summaries of strengths, weaknesses, and recommendations. (KRN)

ED 354 011   IR 054 388

Dosa, Marta L., Ed.; Froehlich, Thomas J., Ed.
Information Manpower Forecasting. Papers Presented at the FID/ET Seminar (Espoo, Finland, August 24-27, 1988).
PUB DATE- 91
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Developing Nations; *Employment Patterns; Foreign Countries; Information Science Education; *Information Scientists; *Labor Needs; *Library Personnel; Library Surveys; Long Range Planning; Occupational Surveys; Predictive Measurement; Questionnaires; Research Methodology; Tables (Data)
IDENTIFIERS- United States

This collection contains 20 papers written by educators, administrators and information scientists who had conducted manpower surveys in the library and information fields: (1) "Background and Evolution of Educational Planning and Forecasting for Information Manpower" (Yves Courrier); (2) "Indicators for the Emerging Information Market" (Nick Moore); (3) "Information Scientists in the English-Speaking Caribbean: Challenges and Responses in the Development Process" (Gloria Greene, Reive Robb); (4) "National Survey on Manpower in Libraries, Information Centres and Archives in Thailand" (Suwakhon Phadungath); (5) "Predicting the Future: Manpower Forecasting for the Library and Information Professions in Southern Africa" (J. R. Neill, D. M. Mbaakanyi); (6) "Problems in Forecasting Manpower Needs" (Monique Jucquois-Delpierre); (7) "Electronic Measures for Human Resource Research" (Anthony Debons, Mariano Maura-Sardo, Anne Thompson); (8) "The Intersection of Communication and Information: Implications for Human Resources Forecasting" (Royal Colle); (9) "Monitoring the Library and Information Workforce in the U.K." (Christopher Turner, Felicity Bray); (10) "The Information Professionals: A Study in an Emerging Industry" (Gale Moore); (11) "Information Personnel Surveys: The Moroccan Experience" (Mohammed Benjelloun); (12) "Professional Profile of the Librarian in Colombia" (Martha Alicia Perez, Maria Clemicia Molina); (13) "A Survey of Hebrew University Library Science Graduates, 1957-1984" (Bluma Peritz, Tamar Shagam); (14) "Employment Patterns and Curriculum Development" (F. E. Wood); (15) "Use of the Delphi Method in Library and Information Science Curriculum Development and Revision in Developing Countries" (Jaime Robredo, Tanja Botelho, A. R. E. Corte); (16) "A Historical Survey of the Different Methods of Qualitative Analysis Used by references, and workshop evaluations are included. (PAA)

ED 354 027   JC 930 058

Mathay, Geoffrey A.
Learning Outcomes Assessment Activities, 1989-1992.
PUB DATE- Jun 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Evaluation Methods; Institutional Research; *Outcomes of Education; Program Effectiveness; School Effectiveness; School Surveys; *Self Evaluation (Groups); Student Development; *Student Evaluation; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *Seattle Central Community College WA

In 1987, Seattle Central Community College (SCCC), in Washington, began a 5-year project to gather evidence on SCCC's success in imparting knowledge, skills, and values to its students. This report represents a compilation of major assessment activities and provides brief descriptions of 10 studies on outcomes grouped by specific dimensions of learning. The first section, Fundamentals, describes studies on the correlation between placement tests and performance in English courses, a comparison of student educational background and goals to performance in English courses, an analysis of humanities writing samples, tracking English-as-a-Second-Language students, a comparison of student math performance with their math backgrounds, tracking student progress from lower level to higher level math courses, and a survey of faculty on student writing. The second section, Expertise, discusses a vocational follow-up survey, measuring student outcomes in terms of employment, while the third section, Multi-Cultural Literacy, features a report on a curriculum for cultural pluralism. Critical thinking is the topic of section 4, which reports on a study of the differences in learning between coordinated studies students and students in discrete courses. Section 5 deals with Multiple Outcomes and discusses results of five versions of a self-evaluation of student learning completed by faculty and students from spring 1990 to summer 1992. Appendixes include a list of SCCC student and institutional outcomes reports and activities, a list of other campus student outcomes activities, student learning self-evaluation checklists, research abstracts, and a chronology of student assessment activities. (MAB)

ED 354 028   JC 930 061

Marmaras, Judy; Neri, Pat
Tech-Prep/Associate Degree Program Guide: Tech Prep Associate Degree Program, Business Administration Associate Degree Program, Office Administration Associate Degree Program, Allied Health Associate Degree Program.
PUB DATE- 92
NOTE- 70p.; For an earlier edition, see ED 317 251.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Business Administration Education; Career Development; Career Education; *College School Cooperation; Community Colleges; Curriculum Development;

Thor, Linda M.
The Human Side of Quality: Employee Care and Empowerment.
PUB DATE- 1 Feb 93
NOTE- 21p.; Paper presented at the League for Innovation in the Community College's Conference "Community Colleges and Corporations: Partners in Total Quality Management" (Irvine, CA, February 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; College Administration; College Planning; Community Colleges; Educational Quality; Fear; Institutional Mission; *Organizational Change; *Organizational Effectiveness; *Personnel Management; *Resistance to Change; School Surveys; Two Year Colleges
IDENTIFIERS- Rio Salado Community College AZ; *Total Quality Management

Frequently, educational institutions seeking to implement Total Quality Management (TQM) as a means to improve institutional effectiveness, overemphasize training in the application of TQM tools and fail to fully address human needs and concerns, such as the critical issue of employee empowerment. Four principal barriers exist to adequately addressing the personnel side of TQM: (1) time; (2) aversion to change; (3) middle management; and (4) attitudes. For TQM to be effective, adequate time must be provided to train people properly, reach appropriate decisions, implement a new way of thinking, and change the institutional culture. In addition, middle managers must be encouraged to change from people who control, demand, and solve problems independently, to those who empower, coach, and facilitate problem solving. Finally, an important part of implementing TQM is inspiring employees with a shared vision of the future and reducing individual fears to create an organizational climate of teamwork and innovation. At Rio Salado College (RSC) in Phoenix, Arizona, the TQM program emphasized the development of a shared and believable vision among employees at all levels. Through collective brainstorming, RSC developed a vision statement of how the college would appear in the year 2000. An employee survey was used to identify employees' principal fears and helped open the doors of communication for dealing effectively with those fears. Other features of the TQM program at RSC include an employee training program, an Employee Empowerment Training Manual, a weekly President's bulletin, a monthly President's breakfast with a small group of employees randomly selected across all levels, and a Rewards and Recognition Program. (PAA)

ED 354 045 JC 930 085

Lamb, Bill
Promoting Excellent Teaching: The Chair as Academic Leader.
PUB DATE- Feb 93
NOTE- 18p.; Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (2nd, Phoenix, AZ, February 17-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator

curriculum integration, see PS 021 154-155.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Cognitive Development; *Elementary School Students; Grade 5; *Integrated Activities; Intermediate Grades; Learning Activities; Science Education; Social Studies; *Student Attitudes; Writing Instruction; Writing Processes; *Writing Workshops
IDENTIFIERS- *Collaborative Writing; *Writing Contexts

As part of a larger examination of student perspectives on science, social studies and communication arts, this case study provides accounts of two fifth graders' participation in a writers' workshop. Teacher-researchers involved in the overall study included two fifth grade teachers, one third grade teacher, two university professors, and three doctoral students in teacher education. Classroom lessons, group work, and writing conferences conducted with 47 fifth graders were documented with field notes, audiotapes, and videotapes during the year. Seventeen target students were chosen for intensive study, and two students, one male and one female, were selected from this group as the focus of this study. Analysis focused on ways in which these students integrated meaning constructed in the writers' workshop with meaning constructed in science and social studies learning. For both students, becoming aware of and learning new language to express and examine their ideas seemed to be key factors in the ways they participated in the learning community and the meanings they constructed through their participation. (Contains 48 references.) (MM)

ED 354 062 PS 021 009

Steele, Toren Anderson
Developing Support Systems within Schools: Creating a Foundation for Change.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Behavior Problems; Blacks; Community Programs; Disadvantaged Youth; *Early Intervention; *Educational Improvement; Elementary Education; *Elementary School Students; Family Programs; Parent Participation; School Community Relationship; Special Classes; *Teacher Student Relationship
IDENTIFIERS- African Americans; *Blalock FIRST

This paper describes and evaluates the Blalock FIRST (Fund for the Improvement and Reform of Schools and Teaching) project, a 3-year, federally funded project based in an elementary school that serves mainly female-headed, African-American families who receive government assistance and live in public housing. The Blalock FIRST project seeks to increase school attendance and achievement of students in kindergarten through grade 7, reduce the number of students who are retained or placed in remedial programs, improve students' self-esteem and increase teachers' expectations for student achievement, and increase family and community support for, and involvement in, school activities. Three programs developed by Blalock FIRST are discussed in detail. The programs are: (1) the Viking Center, a 30-minute daily class attended by students who exhibit disruptive classroom behavior; (2) Newstart, a 30-day intervention program

Crecer: A Community Action Guide To Promote the Health/Education Connection among Parents and Parents-To-Be.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 92
NOTE- 20p.; Also supported by the Proctor and Gamble Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Children; *Health Education; *Information Dissemination; *Learning Readiness; *Parent Education

Good health is important to a child's ability to learn in school and succeed in life. This guide is intended for the use of health and education professionals who are working with a national campaign designed to teach parents and parents-to-be the critical connection between good health and their children's ability to learn. The campaign deals with prenatal care, nutrition, immunizations, and screening and diagnostic exams. The booklet includes: (1) an explanation of the importance of the campaign and the crucial role of health and education professionals in conveying to parents the interrelationships between good health and learning potential; (2) descriptions of campaign materials and activities, such as videos, message pads and magnets, a health and education primer, video and audio news releases, and Spanish radio public service announcements; (3) a list of ways to promote the health and education message by incorporating the message in daily work with parents, and by educating organizations and the community; (4) a list of national organizations that provide assistance in working with children and families; and (5) tips for parents concerning babies' health, proper nutrition, immunization, and vision, dental, and hearing check-ups. (SM)

ED 354 082 PS 021 115

Diffily, Deborah; Fleege, Pamela O.
Portfolio Assessment: Practical Training in Evaluating the Progress of Kindergarten and Primary Grade Children in Individualized Portfolio Formats.
PUB DATE- 16 Oct 92
NOTE- 21p.; Paper presented at the Annual Conference of the Texas Association for the Education of Young Children (28th, Houston, TX, October 16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Check Lists; *Child Development; *Classroom Observation Techniques; Informal Assessment; Kindergarten; Kindergarten Children; Photographs; *Portfolios (Background Materials); Primary Education; Rating Scales; *Student Evaluation; Student Records; Videotape Recordings; Young Children
IDENTIFIERS- *Portfolio Performance Appraisal Systems; *Student Centered Assessment

In contrast to standardized tests, which do not accurately reflect the achievement of young students, portfolio assessment is a valuable tool for documenting a student's development.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; Basic Skills; *Curriculum Design; *Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; Parent Materials; *Secondary School Curriculum
IDENTIFIERS- *British National Curriculum; England; Wales

Designed for parents with children in the British school system, this booklet describes the National Curriculum, which sets out what children should know, understand, and be able to do at each stage of their education from the ages of 5 to 16. Under the National Curriculum, children will be taught what they really need to know, and students and teachers will be given definite national targets to aim for in the most important subjects, thereby raising standards. Teachers will check a child's progress against national tests at ages 7, 11, 14, and 16. Schools will provide parents with an annual report on their child's progress, showing how the child is progressing in the National Curriculum and other subjects. The curriculum will cover the content areas of technology, history, geography, modern foreign languages, art, music, and physical education, and the three core areas of English, mathematics, and science. (In Wales, Welsh is also part of the curriculum). There are brief explanations of the ways in which the National Curriculum focuses on the learning of basic skills during primary education and the ways in which the curriculum changes when students enter secondary education to allow students more choices in regard to the courses they take. Basic information about course offerings, tests, and awards at the primary and secondary levels is provided. The booklet concludes with a brief listing of other sources of information. (HOD)

ED 354 102 PS 021 172

State-Funded Program for High-Risk Four-Year-Olds Evaluation Report 1990-1991: Part I, Program Descriptions; Part II, Follow-Up Study; Part III, Comprehensive Longitudinal Report.
PUB DATE- Feb 92
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Elementary Education; *Elementary School Students; Followup Studies; Full State Funding; *High Risk Students; Longitudinal Studies; *Preschool Children; Preschool Education; Program Descriptions; Program Evaluation; Questionnaires; *School Readiness; *State Programs; State Surveys; Student Development; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs; Grade Level Progression; *Louisiana; Program Characteristics; *State Funded Program High Risk Four Year Olds LA

Act 619 of the 1984 Louisiana legislative session initiated the State-Funded Program for High-Risk Four-Year-Olds, which is intended to improve the school readiness of preschool students. This document is the program evaluation report for 1990 and 1991. Part 1 of the report is a comprehensive program description which provides information on: (1) program characteristics; (2) expenditures per pupil in school systems participating in the program; and (3) the proportion of

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Camping; *Conservation (Environment); *Conservation Education; Ecology; Elementary Secondary Education; Leadership Training; Outdoor Activities; Outdoor Education; Postsecondary Education; *Program Descriptions; Program Implementation; *Skill Development
IDENTIFIERS- *Outdoor Leadership; *Wilderness Education

This book is the leader handbook of the American Camping Association's (Indiana) Outdoor Living Skills Program. The purpose of this program is the development of outdoor living skills that emphasize environmental values. The program is divided into five levels and participants can enter at any point depending on their maturity and existing camping skills. The book covers the following topics: (1) an introduction to outdoor activities and outdoor-living skills; (2) leadership strategies that address individual and group differences; (3) the practice of minimum-impact camping, development of a risk management plan, and choosing appropriate equipment; (4) safety rules related to weather, drinking water, sanitation, and first-aid; (5) perspectives and strategies for exploring and understanding nature, basic ecological concepts, and related learning activities; (6) cooking methods and meal planning/preparation including recipes; (7) instructions for 13 common knots and hitches used in camping; (8) camping tools for outdoor living, cooking, and eating; and (9) the appropriate use of maps and compasses. The sections specify the skill requirements for each level of the Outdoor Living Skills Program. The book contains a bibliography related to outdoor living skills and numerous illustrations. (LP)

ED 354 122 RC 018 960

Standards for Day and Resident Camps: The Accreditation Programs of the American Camping Association. 1990 Edition.
PUB DATE- 90
NOTE- 241p.; For an earlier edition, see ED 303 311.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accrediting Agencies; *Camping; Day Camp Programs; Outdoor Activities; Outdoor Education; Professional Development; *Program Evaluation; Resident Camp Programs; *Standards
IDENTIFIERS- *Accreditation Standards; *American Camping Association

The purpose of this manual is to educate camp directors and camp personnel regarding government-recognized standard practices and procedures followed within the camp industry. These standards also provide a basis for voluntary accreditation of camps by the American Camping Association (ACA) beyond the minimum requirements of licensing. The manual introduces ACA's history and programs, followed by standards for accreditation and site approval. Core standards for camp accreditation cover issues of: (1) site and facilities; (2) administration; (3) administration of transportation and vehicles; (4) personnel; (5) programming; and (6) health care. Optional standards (for additional activities offered in the camp) address such programs as aquatics, trip and travel, and horseback riding. Also listed are 80 standards for camp site approval. Most

This document profiles education in the Adirondack Park area of upstate New York. The introduction describes the Adironack Blue Line area, its school districts, and its revenues for school funding. Elementary and secondary education are described in terms of attendance rates, pupil-teacher ratio, teacher turnover rate, and median teacher salaries among other factors. The report summarizes performance on Pupil Evaluation Program tests for grades 3 and 6 and the Preliminary Competency Tests and Regents Competency Tests for grades 7-12. Regents Diploma rates, dropout rates, and college-going rates are also provided. A section on lifelong learning in the Adirondack Park presents information on preschool services, additional educational opportunities for students and staff, services for adults, and postsecondary education. The final section discusses future directions in the Adirondack Blue Line. It highlights current directions in supporting rural education and offers suggestions in the areas of education, economic development, and service delivery. The three appendices contain: (1) budget, staffing, and enrollment for postsecondary institutions in the Adirondack Park vicinity in 1990-91; (2) revenue sources and total expenses for the Adirondack Park School Districts for 1990-91; and (3) geographic representation of link users for 1991-92. Numerous tables of data are included. (KS)

ED 354 141 RC 018 985

Howley, Craig B.
A Territorial Imperative: The Authority of the State To Reorganize Public Schools and Districts.
PUB DATE- Nov 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Consolidated Schools; Court Litigation; *Educational History; Elementary Secondary Education; *Government Role; *Public Education; Public Schools; Racial Balance; Rural Education; School Districts; School Organization; *School Restructuring; Small Schools; *State Government
IDENTIFIERS- *Territoriality

The history of statutory and case law pertinent to school reorganization reflects the elaboration of state authority over education during the development of the American Republic. This article considers the legal right of the state to define and redefine the territory served by administrative units that provide direct services to students. Public education, originally begun by religious groups in colonial days, was firmly established by the turn of the 20th century with state education agencies, compulsory attendance, and teacher training and certification. Consolidation laws are fairly consistent from state to state. The basic principle is that boards of education act properly to open and close schools in accord with the legitimate exercise of the official judgment of members. Trends in case law literature--a bulk of nearly 150 cases decided between 1936 and 1966 and about 50 thereafter--affirm the disciplinary authority of the state entities to alter the territory to which instructional services are provided. Legal grounds for challenges to consolidation are limited to issues of procedure, interpretations of statutory intent, or, in rare cases, demonstrable abuse of authority. Several questionable presumptions are that elected school boards represent the format highlights all of the information needed to assess at a glance the lesson's place in an instructional program. All the lessons are tied into the National Energy Foundation's conceptual framework for energy education. Each lesson is keyed to a specific energy concept within the framework's broad categories: energy sources, uses and applications of energy, energy forms and conversions, environmental and economic impacts, limits of energy resources and supply, energy future, and energy conservation and management. Contents of each individual lesson are: disciplines addressed (science, art, language arts, etc.); appropriate grade level; time required; concept addressed; activity goal; materials needed; "what to do"; and evaluation idea. Background information is provided to help teachers answer student questions. Activities accompanying the lessons include: quizzes; "lingo" (a form bingo related to terms); games; puzzles; a play; energy checklists) Fifteen similar activities are included in a section "just for fun." An energy glossary concludes the document. All activities are reproducible for classroom use. (PR)

ED 354 161 SE 053 324

Wasserman, Pamela; Doyle, Andrea
Earth Matters: Studies for Our Global Future.
PUB DATE- 91
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Production; Air Pollution; Climate Change; Endangered Species; Energy Conservation; Environmental Education; Females; *Forestry; *Futures (of Society); Global Approach; High Schools; Hunger; Interdisciplinary Approach; Lesson Plans; *Natural Resources; *Population Education; Population Growth; Poverty; Teaching Guides; Team Teaching; Waste Disposal
IDENTIFIERS- Deforestation; Environmental Issues; *Environmental Problems; *Global Studies

Through 12 readings and 32 activities this curriculum material introduces high school students to issues of the global environment and society, while both challenging them to critically evaluate the issues and motivating them to develop solutions. The materials are cited as being applicable to social studies, science, math, language arts, and family life education. A teachers guide provides a chart that briefly describes each activity, indicating the skills and subject areas emphasized in each activity. The activities utilize a variety of teaching strategies including role-playing simulations, laboratory experiments; problem solving challenges; mathematical exercises; cooperative learning projects; research; discussion; and, values clarification. Twelve of the 13 chapters address specific issues of global society and environment: (1) Population Dynamics; (2) Climate Change; (3) Air Pollution; (4) Water Resources; (5) Deforestation; (6) Food and Hunger; (7) Waste Disposal; (8) Wildlife Endangerment; (9) Energy Issues; (10) Rich and Poor; (11) Population and Economics; (12) The World's Women; and (13) Finding Solutions. The final chapter, "Finding Solutions," includes activities that encompass the preceding topics. Also included are: suggested resources for further research; and population education resources available through Zero Population Growth, Inc. (MCO)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; Educational Finance; Educational Resources; Elementary Secondary Education; *Federal Aid; *Federal Programs; Grants; Higher Education; *Humanities; National Programs; Social Science Research
IDENTIFIERS- *National Endowment for the Humanities

This report summarizes the activities of the National Endowment for the Humanities (NEH) during fiscal year (FY) 1990, and includes lists of recipients of fellowships and grants, and programs supported by the Endowment. The report opens with a brief chronology of major events in the endowment's history under the heading, Twenty-fifth Anniversary--Milestones. This is followed by a Letter from the Deputy Chairman; How the Endowment Works" (a brief exposition); "Tyrannical Machines," a summary of a congressionally mandated report by NEH chairman Lynne V. Cheney on practices that need to be changed in U.S. education; The Charles Frankel Prize (an account of the prize and its 1990 recipients); and The Jefferson Lecture (a summary of the 1990 lecture by historian Bernard Lewis). Separate accounts of the various endowment divisions follow: Division of Education Programs; Division of Fellowships and Seminars; Division of General Programs; Division of Research Programs; Division of State Programs; Office of Challenge Grants; and Office of Preservation. Panelists in FY 1990; senior staff members of the endowment; and members of the National Council on the Humanities are listed next, and a summary of grants and awards for FY 1990; a financial report for FY 1990; and an Index of Grants conclude the document. (DB)

ED 354 183 SO 022 663

A Handbook for Teachers of Arkansas Studies. Revised Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Archives; *Educational Resources; Elementary Secondary Education; Federal Government; Information Sources; Libraries; Museums; Parks; Social Studies; State Curriculum Guides; State Government; *State History
IDENTIFIERS- *Arkansas

The purpose of this guide is to provide basic information about historical resources to Arkansas teachers who are seeking to develop units of study and/or activities on Arkansas history. The guide is divided into four chapters: (1) Museums, Parks and Historical Sites, (2) Libraries and Archives, (3) Other Sources of Information, and (4) Bibliography. The first chapter is intended for those seeking specific information, those wishing technical assistance, and those who wish to plan on-site visits. Chapter 2 is for those interested in finding general and specific information for research and lesson planning. The third chapter includes lists of addresses for federal, state, and local organizations that might be useful sources of information and ideas for guest speakers. The bibliography, chapter 4, is intended to provide a reference for librarians and teachers seeking sources of printed and audiovisual materials for personal or student enrichment. The list includes books, bibliographies and indexes, and periodicals and

Science; Secondary Education; Social Studies; World History
IDENTIFIERS- *Japan; *Japanese Culture

The four teaching units of this publication focus on Japanese constitutional law and history, while providing opportunities for comparison with the constitutional experience of the United States. The four units have been designed as a comprehensive course of study that emphasizes understanding of the historical and cultural context of contemporary situations and issues. While each unit is designed to complement and build upon the preceding units, each activity and unit is self-contained and may be used alone as well as in combination with other resources. The first of the four units is entitled Social and Political Traditions in Japan. It contains three activities: (1) The world according to Confucius, (2) Geography and perceptions of individual society. The second unit, called The Meiji Constitution, contains two activities: (1) The Meiji Constitution in historical context, and (2) Comparing principles of government in the Meiji and U.S. Constitutions. Unit 3, The 1947 Constitution, also contains two activities: (1) Dictating change: a simulation, and (2) Bringing democracy to Japan. Finally, activities in the fourth unit, Individual Rights in Contemporary Japan, are the following: (1) Comparing constitutional rights in Japan and the United States, (2) The tug of war between law and custom: the Fukuoka patricide case, and (3) A half-step behind: the evolution of women's rights in Japan. A 16-item bibliography of teacher background materials and additional readings is included. (DB)

ED 354 205   SO 022 888

Garcia, Lenore Yaffee
Education Standards in the Asia-Pacific Region.
PUB DATE- Oct 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Educational Administration; *Educational Policy; Educational Principles; Elementary Secondary Education; Foreign Countries; *International Education; International Educational Exchange; *National Surveys
IDENTIFIERS- *Asia Pacific Region

This report presents an overview of some of the similarities and differences in education standards in the Asia-Pacific region that are revealed in survey responses of members of APEC (Asia-Pacific Economic Cooperation). All 14 member states of APEC submitted responses to the survey; the members are: Australia, Brunei, Darussalam, Canada, People's Republic of China, Hong Kong, Indonesia, Japan, Republic of Korea, New Zealand, Republic of the Philippines, Singapore, Chinese Taipei, Thailand, and the United States. Based on information gathered from the survey, the report presents answers to the following questions: What are education standards? How do the standards of APEC members vary? How are standards set? How are standards implemented in curricula? How do APEC members assess progress toward attaining standards? How are standards changing? (DB)

ED 354 206   SO 022 892

Randall, Ruth E.
Global Education: Educating for Our Common Future.
PUB DATE- 4 May 90
NOTE- 5p.; Paper presented to the Annual Conference of the

The American Teacher, 1991. The First Year: New Teachers' Expectations and Ideals. A Survey of New Teachers Who Completed Their First Year of Teaching in Public Schools in 1991. The Metropolitan Life Survey.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- 91
NOTE- 34p.; For a related document, see SP 034 311.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Attitude Change; *Beginning Teachers; *Comparative Analysis; Elementary Secondary Education; *Expectation; National Surveys; Parent School Relationship; Public Schools; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Student Relationship; Teaching (Occupation); Teaching Conditions; *Teaching Experience

This survey was designed to measure the experiences of teachers who have recently completed their first year of teaching in public schools. It includes questions on their experiences in relation to students, administrators, other teachers, and parents. The report marks the completion of a two-part survey of new teachers. A first survey was conducted during the summer of 1990 to measure the expectations of graduates from teaching schools immediately prior to their first year of teaching in public schools. The current survey focuses on comparing how these teachers' experience in their first year of teaching has affected their attitudes, and how the actual experience of teaching compares with their prior expectations as measured by the first survey. A total of 1,007 teachers were interviewed by telephone. Ten tables display responses with respect to: expectations vs. experiences regarding themselves, their students, principals, the status and dedication of teachers, parents, the need for school-based social services; teacher preparation; and aids to becoming a more effective teacher. The survey questionnaire showing the marginal frequency for all questions appears in the appendix. (LL)

ED 354 225 SP 034 307

Adolescence Education: Physical Aspect, Module One; Social Aspects, Module Two; Sex Roles, Module Three; Sexually Transmitted Diseases, Module Four.
SPONS. AGENCY- United Nations Fund for Population Activities, New York, N.Y.
PUB DATE- 91
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; *Family Life Education; Females; Instructional Materials; Males; Moral Values; *Physical Characteristics; Population Education; *Psychological Characteristics; Reproduction (Biology); Secondary Education; Sex Role; Sex Stereotypes; *Sexuality; *Social Influences; Teaching Guides
IDENTIFIERS- *Sexually Transmitted Diseases; UNESCO

Adolescence Education is a family life education training program designed to assist young people in their physical, social, emotional, and moral development as they prepare for adulthood, marriage, parenthood, aging, and social relationships in the context of family and society. This package consists of four postsecondary institutions. It confirms that at best the SAT can be used as a supplement to high school GPA, and should only be used cautiously in predicting academic success. Perhaps other options that emphasize long-term achievement are worth examining. (SLD)

ED 354 244 TM 019 409

Varnes, Jill; Whiddon, N. Sue
Development of Subject-Area Teacher Certification Examinations.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; College Students; *Competence; Education Majors; Elementary Secondary Education; Higher Education; Intellectual Disciplines; *Knowledge Level; State Legislation; State Programs; *Teacher Certification; Teacher Education; *Test Construction; Testing Programs; Test Items; Test Validity
IDENTIFIERS- *Florida; Mandated Tests; *Subject Content Knowledge; Teacher Competency Testing

In 1986, the Florida State Legislature passed a law requiring teachers to demonstrate knowledge of their subject areas before being granted teacher certification. The state also provided funding for developing subject area examinations. The generic procedures for developing these examinations are outlined. During the first phase of the project, an Examination Development Committee (EDC) determined which competencies and skills teachers should have in their subject areas. The committee also recommended percentages of the examination to be allocated to each competency and skill. Using the specified competencies, test item specifications were formulated. The second phase of the project entailed the development, testing, and refinement of 480 test items. Once developed by the EDC, items were evaluated by a Validation Committee and external sources. Revised items were computer arranged into five examination forms and administered to first-year teachers and senior-level students enrolled in teacher preparation programs in the state of Florida. Results were analyzed statistically, and final revisions were made. Two tables present examination plans. (Author/SLD)

ED 354 245 TM 019 445

Pandey, Tej
Authentic Mathematics Assessment. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Assessment; Educational Change; Elementary Secondary Education; Grade 12; Mathematics Instruction; *Mathematics Tests; Multiple Choice Tests; Portfolios (Background Materials); *Problem Solving; *State Programs; *Test Construction; Test Items; Thinking Skills
IDENTIFIERS- *Authentic Assessment; California Mathematics Project; Ecological Validity; ERIC Digests; Open Ended

participated for extra credit. Participants were asked to evaluate behavior patterns, in the form of maps or essays, which were presented either in the same form as they were extracted, or were transposed to the other format. In both studies, assessment consisted of questionnaires that addressed the usefulness of the tools in the counseling process. Schematic maps are potentially powerful tools for both self-counseling and peer counseling. For self-counseling, maps were preferred over traditional essay writing. In addition, the subjective reaction to maps as tools for peer counseling was positive. Four figures illustrate the discussion. (Author/SLD)

ED 354 263 TM 019 533

Bierschenk, Bernhard
The Referential Reality of Sweden: A Topological Approach to the Consciousness of High and Low Achievers. No. 44.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; *Essays; Foreign Countries; High Achievement; Low Achievement; Performance; Phenomenology; Secondary Education; *Secondary School Students; Self Expression; Topology
IDENTIFIERS- *Consciousness; *Referential Reality; Sweden

The degree of consciousness of one's own familiar surroundings by high and low achieving students of a technical gymnasium in Malmo (Sweden) was studied through essays written about Sweden as a place to live. Focus was on testing the proposition that an individual's ability to express cognitive integration of experience in covariation with personal knowledge is reflected through natural language, based on the assumption that selective attention and schematic processing are directly built into the process of perception. Essays of 4 students were chosen from 85 submitted. Using these four subjects as coordinate systems and bio-psycho-physical frames of reference, it was demonstrated that the order of performance can be upheld over levels of analysis. The way in which transformations of aggregates of joint textual element complexes become fashioned into single functional unities was also shown. On the basis of these unities, absolute termini (limits) are established and named. These termini provide for the structural connections that specify the informational invariants of one's own referential reality. These invariants also serve as keys to consciousness in the Kantian sense (intuition), and thus give a precise phenomenological description of reality through systemic deduction. (SLD)

ED 354 264 TM 019 543

Tarpley, Crystal L.; And Others
Factors Associated with Community College Selection of Mississippi Students Who Have Taken the Spring 1991 ACT Assessment.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

682 Cubans, and 598 non-Latinos. The survey was conducted between August 1989 and April 1990. Findings indicate that: (1) the U.S.-born have significantly higher levels of education, income, and job status than the foreign-born; (2) only the foreign-born speak mostly Spanish; (3) it is difficult to place any subgroup at any one point on the political spectrum; (4) ideologically, U.S. Latinos identify themselves as moderates or conservatives, although they support increased spending on many domestic issues; (5) Mexicans, Puerto Ricans, and Cubans express strong commitment to and identification with their own national-origin groups, although the three together do not identify as one community or see themselves as similar culturally or politically; (6) despite widespread perceptions among Anglo political leaders, Mexicans, Puerto Ricans, and Cubans are generally well-incorporated into U.S. society; and (7) all U.S. Latinos are much more involved in general political activities and school-related activities than in voting. Four figures and four tables are included, among which are: "Education by National Origin and Nativity"; "U.S. Citizens and Residents Should Learn English" (reactions tabulated by national origin); "Objective of Bilingual Education" (reactions tabulated by national origin). (JB)

ED 354 282 UD 029 027

Hanson, Trudy L.; Mangum, Andy W.
Recruitment and Retention of Hispanic Students at West Texas State University.
PUB DATE- 1 Nov 92
NOTE- 23p.; Paper presented at the Speech Communication Association Convention (Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Enrollment Trends; Grade 8; Higher Education; *Hispanic Americans; Institutional Cooperation; Junior High Schools; Junior High School Students; Middle Schools; Minority Groups; Outreach Programs; *School Holding Power; Spanish Speaking; State Universities; Student Financial Aid; *Student Recruitment; Student School Relationship
IDENTIFIERS- Hispanic American Achievement; *Hispanic American Students; Middle School Students; *West Texas State University

This paper describes West Texas State University's efforts to recruit Hispanic students and compares enrollment trends there with national statistics. West Texas State University (WTSU) is a small four-year college, located 12 miles south of Amarillo in Canyon (Texas). A review of enrollment trends in higher education notes that although minority enrollment has shown an increase, graduation rates for Hispanics are disappointing. In 1989-90, WTSU awarded 826 undergraduate degrees; 38 (5 percent) of these were awarded to Hispanic students. At WTSU, enrollment of Hispanic women has increased from 158 in 1987 to 221 in 1990, and enrollment of Hispanic men has increased from 143 in 1987 to 155 in 1990. A section describing the recruitment efforts at WTSU covers the work of a minority recruiter, a program aimed at local middle school students, print materials and outreach through the mail, work with federally funded student support services, parent education, and institutional obstacles. The next section describes WTSU's collaboration with the Texas Alliance for Minority Participation, which involves a summer pre-college program, stipends, internships, and participating college students; (7) build community support; (8) raise area awareness of functional illiteracy; (9) develop a center where adults can be tutored, in conjunction with the College of Eastern Utah and local school district; (10) provide 40-60 volunteer tutoring hours per week at the tutoring center; and (11) make a simple handout for children to promote awareness of illiteracy problems. It is concluded that the project far exceeded its goals for the year. Problems encountered include paperwork required by the college, transfer of students to four-year colleges, scheduling difficulties, poor initial response to inservice training, poor parent response, and communication with tutors and students. The program's greatest strength was enthusiastic community response and resulting success in reaching the population. Budget, workshop schedule, and program flyers are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 353 854 FL 800 503

Adrian Public Library Literacy Education and Development (LEAD) Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 44p.; Newspaper excerpts may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Literacy; Agency Cooperation; Educational Needs; *English (Second Language); Industry; *Library Services; Limited English Speaking; *Literacy Education; *Migrant Education; Needs Assessment; Program Descriptions; Program Evaluation; Spanish Speaking; Unions; Voluntary Agencies
IDENTIFIERS- *Adrian Public Library MI

Project LEAD (Literacy Education and Development) is an organization of volunteer tutors in English literacy for limited-English-proficient migrant workers, primarily Spanish-speakers. The report details project implementation in Lenawee County (Michigan) by the Adrian Public Library. The report is organized according to the project's eight stated objectives. For each objective, progress toward accomplishment is described. They are to: (1) search for, locate, and encourage participation by functionally illiterate adults; (2) recruit and train volunteers; (3) improve reading and writing skills in functionally illiterate adults; (4) develop a process for phasing participants into existing adult education classes; (5) expand an adult literacy resource center; (6) continue outreach for public awareness of illiteracy and Project LEAD; (7) coordinate services with state and local adult education agencies, the county library system, and other literacy service providers; and (8) facilitate formation of new reader support groups to encourage student input and leadership in literacy activities. The 1988-89 budget is outlined. It is concluded that the project has established itself as an integral part of the adult education system, and program development should now be addressed. Appended materials include the project's mission statement, student recruitment schedule, organizations and institutions cooperating in the project, and newspaper articles. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 353 855 FL 800 564

investment in the state's economic future. A brief introduction notes that traditionally Ohio has invested 20 percent less than the national average in higher education. A look at the background of higher education funding examines the decreased public funding, increased expectations for service, and concerns about maintaining quality. The balance of the report examines in detail key requirements facing the state system with recommendations for how to achieve them; that is, for each issue the report offers a description, recommendations, alternative views, and findings, conclusions and a recommended course of action. The first requirement is keeping quality education affordable through creating a network of campuses, avoiding program duplication, and managing faculty workload and evaluation. A second central requirement is offering access to higher education for all Ohioans with the focus on the role and organizational structure of the community college system. A final requirement is the state's need for a strong research infrastructure. A conclusion recaps the key policy positions outlined in the report. (JB)

ED 353 875   HE 026 129

Managing for the Future: Challenges & Opportunities for Higher Education in Ohio. Report of Ohio's Managing for the Future Task Force.
PUB DATE- Jul 92
NOTE- 389p.; Portions of appendixes are of marginal legibility. For a related document, see HE 026 128.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Faculty; College Students; Educational Policy; Educational Quality; Efficiency; Financial Exigency; Government School Relationship; *Higher Education; *Long Range Planning; Program Evaluation; Retrenchment; State Aid; State Boards of Education; *State Colleges; State Government; State Programs; State Standards; *State Universities; Statewide Planning
IDENTIFIERS- *Ohio; Ohio State Board of Education; *State College and University Systems; State College Relationship

In this document, a state appointed task force commissioned to examine how Ohio state colleges and universities can sustain quality programs with the highest degree of efficiency during times of fiscal constraint reports on its findings and conclusions, and offers its recommendations. Following an executive summary the report is presented in four parts the first of which offers an analysis of the challenges facing the state's higher education system in the coming decades. The second section provides an overview of higher education in Ohio profiling the system's size and scope, the students, the faculty, governance structures, and goals. Also treated here are the historical values expressed in Ohio's policy of access, quality and efficiency. The third section presents facts about the Ohio system particularly concerning revenue and expenditure patterns and "cost drivers." The final section advances the recommendations and conclusions, which involve linking state colleges and universities more effectively, suggests six statewide priorities, and encourages the strengthening of leadership responsibilities. A brief dissenting report on the conclusions is included. Extensive appendixes contain the following information: location of state institutions; enrollment data and degrees awarded; student and faculty data; efforts to improve access, quality, and efficiency; revenue and expenditure sources; faculty workload and productivity; medical using portfolios on campus, including thoughts on portfolio evaluation and using portfolio evaluation for standard setting, and a discussion of the need for peer review in the culture of professionalism. The appendix provides brief examples of campuses already using teaching portfolios together with names and addresses of people to contact for more information. (Contains 20 references.) (GLR)

ED 353 893 HE 026 151

The Regents 1992 Statewide Plan for Higher Education in New York State.
PUB DATE- Nov 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Facilities; Educational Finance; *Educational Objectives; *Educational Planning; Educational Quality; Educational Trends; *Enrollment; Futures (of Society); Higher Education; Institutional Mission; Long Range Planning; Master Plans; *Policy Formation
IDENTIFIERS- *City University of New York; *State University of New York

This report discusses the statewide recommendations and goals proposed by the Regents of the State University of New York (SUNY) to meet the needs of students and the State of New York over the next 4 years. General goals address improving student access, improving student success, improving academic quality, meeting the needs of the state, and using resources effectively. Recommendations deal with: maintaining an adequate level of public support for higher education; reforming the state budget process; developing new approaches to optimizing resource use; and promoting those aspects of higher education which enhance economic growth. Also included are a discussion of the enrollment projections for the state university system, and summaries of the 1992 Master Plans of the City University of New York (CUNY) and the State University of New York. Additionally provided are summaries of questionnaire responses obtained from independent colleges and universities and proprietary colleges in New York. Among the areas covered in the CUNY and SUNY summary reports are a statement of institutional mission, enrollment and academic plans, finances, capital facilities, long range goals, and enrollment plans. Summary responses from the questionnaires pertain to the following five areas: (1) statements of institutional mission; (2) planned programs of study; (3) responses to challenges (4) institutional information; and (5) recommendations to the Regents. (GLR)

ED 353 894 HE 026 152

Financial Report of Ontario Universities 1991-92, Volume I- Universities.
PUB DATE- Dec 92
NOTE- 309p.; For volumes 2 and 3, see HE 026 153-154.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Colleges; Data Analysis; Data Collection; Educational Finance; Expenditures; Foreign Countries; Grants; Higher Education; *Income; *Operating Expenses; *Resource Allocation; School Accounting; *School Funds; State Government;

follows: (1) "Institutional Strategic Planning: Setting the Table for Development" by Rick Nahm and Robert Zemsky; (2) "Defining Roles: Deans, Development Officers, and Volunteers" by Linda H. Gerber; (3) "Academic Quality and Resources: Factors Influencing Fund Raising" by James J. Boyle; (4) "Cultivation and the Dean's Role" by Joseph M. Zanetta and Jack R. Borsting; (5) "Building Support through Special Events" by April L. Harris; (6) "Organizing for Fund Raising" by Curtis R. Simic; (7) "Ethics and Attitudes Development" by Frank T. Read; (8) "New Dean--New Opportunities: A Case Study" contributed by the Kenan-Flagler Business School; (9) "Major Individual Gifts" by Bronson C. Davis; (10) "Corporate and Foundation Gifts" by Mary Kay Murphy; (11) "Involving Faculty in Development" by George H. Jones; (12) "Effective Calls and the Art of Asking" by Shirley Anne Peppers; (13) "Major Gift Fund Raising: The Process at Work" by Robert L. Virgil; (14) "The Importance of Stewardship" by Donald G. Myers; (15) "The Deans's Role in Smaller Institutions" by William R. Lowery; and (16) "Health Sciences Fund Raising" by Linda G. Steckley. Most papers include references. (JB)

ED 353 913   HE 026 172

Black, Harry; And Others
Evaluation of the Advanced Courses Development Programme. Interchange No. 12.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; *Continuing Education; *Curriculum Development; Educational Assessment; *Educational Quality; Foreign Countries; Higher Education; *Outcomes of Education; Problem Solving; Program Development; Student Evaluation; Teaching Methods
IDENTIFIERS- *Advanced Courses Development Programme (Scotland); *Scotland

This report presents an evaluation of the Advanced Courses Development Programme (ACDP) that was set up to rationalize the provision of advanced courses in Scottish further education colleges and central institutions. The ACDP is based on students achieving a certain level of competence in a vocational subject defined in terms of outcome and performance criteria and involving student and course assessments. Discussed are background information, course development and validation, the course structure, and the benefits and drawbacks of the system. Also examined are local and nationally developed courses, and the structure and delivery of the program. The ACDP represents an extensive revision of higher education provision in Scotland, with responsibilities largely devoted to the colleges. The report notes that the phased nature of the implementation has created problems and that guidelines have had to be modified as problems have been encountered and resolved. The report identifies some of these difficulties being faced by staff in colleges as well as the efforts and achievements in addressing them. (GLR)

ED 353 914   HE 026 173

Bosher, Susan; Rowekamp, Jenise

when an enterprise, municipality, ministry or professional organization proposes it. (Includes 13 notes.) (JB) (JB)

ED 353 932 HE 026 193

Lullies, Stefan; Berning, Ewald
Higher Education and Employment: The Changing Relationship. Recent Developments in Continuing Professional Education. Country Study: Germany.
PUB DATE- 91
NOTE- 50p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Continuing Education; Educational Change; Educational Demand; *Educational Trends; *Education Work Relationship; Employment Qualifications; Enrollment; Foreign Countries; Government Role; Higher Education; *Professional Continuing Education; Program Administration; *Universities
IDENTIFIERS- *Germany

This report, one of a series of country studies on higher education and employment particularly in continuing professional education, looks at recent developments in Germany. The first of six chapters offers a series of definitions of central concepts and focuses the paper's discussion on continuing education offered by higher education institutions and on their own responsibility. Chapter II looks at the development and importance of continuing education describing the traditional role of continuing education, the current state of these services as demand and employment has changed, and comparison with other industrialized nations. Chapter III describes in detail the continuing education offered by higher education institutions from types of programs, teaching techniques, and integration into the structure of universities to career-orientation and further education provided by connected institutions. Chapter IV briefly describes non-university programs. Chapter V discusses the challenges and problems facing continuing professional education including admission and qualification of participants, certification and record keeping, finance, teaching staff and teaching methods, and competition and collaboration with other providers. Chapter VI concludes by evaluating the current status of university services and suggesting future directions. Includes 58 references and a 25-item bibliography. (JB)

ED 353 933 HE 026 194

Back, H. J.; And Others
Higher Education and Employment: The Changing Relationship. Recent Developments in Continuing Professional Education. Country Study: Germany. Flexible Organisation of Learning and Distance Study in the Federal Republic of Germany and in the Former German Democratic Republic.
PUB DATE- 91
NOTE- 27p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Continuing Education; *Distance Education; Educational Change; Educational Demand;

Opportunities, Threats) analysis. Specific benefits of using direct mail as a method of promotion are considered in the fourth section, including low cost and targeting specific groups; and sample calculations of cost effectiveness are presented. The next section describes the impact of computers on marketing work and identifies necessary software; and the organization of a direct mail campaign is examined in the sixth section, with emphasis on targeting. The concluding section addresses several topics, including target groups for open learning, preparing a direct mail database, preparing literature, writing copy, production costs, follow up, timing, and sources of funding. A checklist of questions to provide the basis for an open learning marketing campaign is included. Statistics from a 1987 survey of open learning in Bedfordshire County (England) are used as examples throughout; and answers to the exercises given in the guide are provided at the end. (ALF)

ED 353 951 IR 015 900

Tripp, Steven
Michael Oakeshott's Philosophy of Education and Its Implications for Instructional Design Theory and Practice.
PUB DATE- Nov 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apprenticeships; *Educational Philosophy; Educational Technology; *Educational Theories; Epistemology; *Experiential Learning; *Instructional Design; *Learning Theories; Political Socialization; *Systems Approach
IDENTIFIERS- Modern Rationalism; *Oakeshott (Michael)

Michael Oakeshott, an English political philosopher, wrote extensively about education and how people learn political skills. Much of what he wrote may have interesting implications for instructional systems design. This paper is an explication of two aspects of Oakeshott's writings. The first deals with the nature of knowledge and its relationship to teaching and learning. The second deals with Modern Rationalism and how Oakeshott's conception of rational behavior impinges on the act of instructional design. Some of Oakeshott's basic assumptions are singled out: (1) there are always important aspects of a skill that can never be reduced to rules or principles; (2) real skill can only be acquired through a kind of apprenticeship by being immersed in a tradition of action; and (3) Modern Rationalism erroneously believes that actions based upon principles are superior to actions based upon tradition. An evaluation of Oakeshott's theories and their implications for instructional systems design conclude the paper. (Contains 11 references.) (Author/ALF)

ED 353 952 IR 015 901

Okinaka, Russell T.
Sex Differences in Computer Backgrounds and Attitudes: A Study of Teachers and Teacher Candidates.
PUB DATE- 8 Dec 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy;

implementation of educational technology; (4) a new view of curriculum development and instruction incorporating technology; (5) staff development; and (6) formation of an educational technology clearinghouse. Proposed strategies to meet these needs are discussed; and participants' comments on the process and outcome of the forum, as well as highlights of remarks by the two speakers, are summarized. Appendices include a list of the names, organizations, and addresses of all participants; the agenda for the forum; and an outline of the needs identified by each of the small groups. (ALF)

ED 353 972 IR 015 935

Dills, Charles R.; Romiszowski, Alexander
A Knowledge Acquisition System Based upon Structural Communication and Pattern Noting Technologies.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Classification; Communication Research; Higher Education; *Intercultural Communication; *Models; Research Needs
IDENTIFIERS- Experts; *Knowledge Acquisition; Pattern Notes; *Structural Communication

This paper describes a four-dimensional model for the science of knowledge acquisition and a classification system in terms of these dimensions. A summary of the state of the art in terms of the cells generated in a four-dimensional representation of this classification system is presented. The need for better tools for conducting knowledge classification efforts in many of these cells is shown. One such tool, derived from a teaching model called Structural Communication, is described. It is argued that this tool would be useful in many of the cells for which no tools currently are available. An experiment using the Structural Communication approach to knowledge acquisition at the inter-cultural level is described. The resulting knowledge (i.e., data) is anlayzed using a method called Pattern Noting. The results from the data analysis are discussed in terms of what they show concerning the usefulness of the approach to knowledge acquisition, and recommendations for further research and application are made. (Contains 47 references.) (ALF)

ED 353 973 IR 015 936

Parks, Brenda; Bennett, Karen
Microcomputers in Florida Public Schools. Fall 1991. MIS Statistical Brief, Series 92-06B.
PUB DATE- Jan 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Educational Trends; Elementary Secondary Education; Longitudinal Studies; *Microcomputers; *Public Schools; *School Districts; School Surveys; Tables (Data)
IDENTIFIERS- *Florida

This statistical brief on microcomputers in Florida public schools includes data on the following: (1) the number of instructional microcomputers from 1987-88 to 1991-92; (2) the

DESCRIPTORS- *Bookmobiles; Design Requirements; Equipment; *Equipment Maintenance; Guidelines; *Library Administration; Library Collection Development; *Library Services; Program Evaluation; *Specifications

This publication is based on the work of The State Library of Ohio, the National Bookmobile Guidelines Committee, and staff of local Ohio bookmobile programs. Draft guidelines were approved by the 7th National Bookmobile Conference (May 31-June 2, 1992). The Guidelines provide brief statements of standards followed by specifics which indicate whether guidelines are being met. The Guidelines are divided into four sections: (1) Administration, which includes management, funding, staffing, supervision, stops, evaluation of service, collection development, and marketing/public relations; (2) Public Service, which includes circulation services, information services, and target audiences; (3) Bookmobile Vehicle Construction Guidelines, which cover specifications for size, the chassis, the body, interior furnishings, heating and air conditioning, auxiliary power, driver's area design, applicable regulations and laws, safety equipment, important miscellaneous items, and optional equipment; and (4) Bookmobile Maintenance, which recommends following all maintenance and warranty documents, developing and following a schedule of maintenance, having a reliable mechanic and convenient garage available, daily and periodic maintenance, generator maintenance, and a back up delivery system. Lists of the members of the National Bookmobile Guidelines Committee and the members of the Ohio Bookmobile Focus Group are included. (KRN)

ED 353 993 IR 054 369

Perception and Use of Libraries: A View from the Connecticut Public.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitudes; Community Information Services; Interviews; Library Research; *Library Services; Opinions; *Public Libraries; Reference Services; Referral; *State Surveys; Statistical Analysis; *User Needs (Information); *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Connecticut

This report summarizes some of the key findings of a survey of the Connecticut public that was conducted as part of the Year of the Library Project by the Institute for Social Inquiry at the University of Connecticut. The purpose of the study was to explore public attitudes that might be relevant to improve and broaden use of library services. The study was based on telephone interviews of 500 randomly selected respondents, who were contacted in the fall of 1989. The margin of error for the study was about plus or minus 5%. Results of the study are discussed under four headings: (1) basic perceptions and awareness of library services as indicated by library card ownership and library visitation, and personal information including the gender, education, and race of patrons; (2) general attitude toward libraries as measured by the respondents' sense of the importance of the library, reasons for not using the library, frequency of borrowing books and less traditional materials, and use of reference services; (3) use of specialized services, such as nonresident library use and interlibrary loan, and perceptions of the importance of the CEREQ for Studying Jobs in Information and Data Processing" (Diane Barrat); (17) "Manpower Survey and Analysis for Library and Information Sciences in Kenya" (Joseph Ojiambo); (18) "Malaysian Manpower Survey of Libraries, Information Services and Archives: 1986" (Molina Nijhar, Norma Abu Seman); (19) "Manpower and Training Needs in Archives and Records Management" (Michael Cook); and (20) "Cataloguing Rules and Database Production--Implications for Manpower Training in a Developing Country" (Bjorn Tell). Most of the papers include references. (KRN)

ED 354 012   IR 054 389

Laaksovirta, Tuula H.; Haavisto, Tuula
Knowledge and Life-Experiences: Finland Seen through Its Libraries and Information Services = Kunskap och Upplevelser: Finland som BDI-land.
SPONS. AGENCY- Ministry of Education, Helsinki (Finland).
PUB DATE- 90
NOTE- 38p.
LANGUAGE- Finnish; English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Futures (of Society); *Librarians; Library Cooperation; *Library Development; Library Education; *Library Role; *Library Services; *Library Statistics; Public Libraries; Research Libraries; *Social Influences; Users (Information)
IDENTIFIERS- *Finland; Historical Background

This illustrated publication, printed in both English and Finnish, describes Finland's libraries and information services. Topics covered include: (1) library users; (2) the conceptual role of the library; (3) the growth and development of the library system through Finland's agrarian, industrial, and budding infotech social phases; (4) the development of research libraries; (5) library cooperation; (6) the role of the library system in the growing infotech society; (7) centralization and decentralization in the history of library development; (8) staffing and salaries; (9) history of training for librarians; and (10) the outlook for the future. The report contains statistics on the number of libraries, users and use, expenditures, qualitative development of public and research libraries, and the structure of library education. A two-page list of contacts for further information about Finish libraries and information services concludes the work. (KRN)

ED 354 013   IR 054 531

Potter, Susan; Boyd, Sandra Hughes
Extending Library Services to Remote Sites: Regis University as Case Study.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Libraries; Higher Education; Interlibrary Loans; Library Catalogs; Library Collection Development; *Library Cooperation; Library Extension; Library Instruction; Library Networks; Library Personnel; *Library Services; Online Catalogs; *Reference Services; *Shared Library Resources

Eligibility; High Schools; High School Students; *Program Content; *Program Design; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *2 Plus 2 Tech Prep Associate Degrees; Community College of Rhode Island

The Tech-Prep Associate Degree Program (TPAD) at the Community College of Rhode Island (CCRI) in Warwick, is a high school/community college partnership providing high school students with an alternative program of study focused on goal setting, basic academic skills development, and the skills needed to pursue a career in a technical, business or allied health field. Students are assessed in the 10th grade and begin the program in grade 11. Upon completion, students are guaranteed acceptance into the technical programs at CCRI. The first sections of this program guide to the TPAD provide a directory of personnel and over 30 participating institutions, a timeline of activities, and information on student selection. Next, the curriculum guide/course of study at the secondary level and technical course outlines for the postsecondary level are presented, along with descriptions of options, qualifications and salaries for seven career programs: chemical technology, electronics, engineering, electronic engineering, instrumentation technology, machine design, and machine processes. The final section describes the Business/Office Administration program, including information on student selection, as well as postsecondary courses of study for the business administration, accounting, law enforcement, office administration, legal administrative assistant, and medical administrative assistant programs. Placement test samples, student forms and applications, the TPAD articulation agreement, and a list of advisory board members are appended. (MAB)

ED 354 029 JC 930 069

Annual Report and Crime Summary, 1992.
PUB DATE- 92
NOTE- 32p.; For an earlier report, see ED 344 656.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Compliance (Legal); *Crime; Crime Prevention; *Discipline Policy; *Law Enforcement; *Police Action; Police School Relationship; School Law; School Safety; *School Security; School Statistics; Security Personnel; Two Year Colleges
IDENTIFIERS- Johnson County Community College KS; Student Right to Know and Campus Security Act

In accordance with the Student Right-to-Know and Campus Security Act of 1990, the Safety and Security Department of Johnson County Community College (JCCC), in Kansas, prepared this report providing information on crime statistics and departmental policies. Introductory sections of the annual report feature an overview of the department's mission, policies and services, as well as its source of authority and jurisdiction. Next, the structure of the department is explained, including the roles of the director, supervisors, safety and security officers, communications personnel, and crime prevention. The final sections of the annual report discuss new developments, training, and calls for service received by the department, indicating that such calls declined from 9,160 in 1990 to 6,715 in 1991. The crime summary is presented next, beginning with a discussion of the crime classifications utilized by JCCC. Section 2 discusses "Part I"

Responsibility; *Administrator Role; College Faculty; Community Colleges; Educational Quality; *Instructional Improvement; *Teacher Administrator Relationship; *Teacher Effectiveness; Teacher Improvement; Teaching Conditions; Teaching Guides; Two Year Colleges

Community college department chairs have many diverse responsibilities. One role which needs to be given more emphasis is that of "promoting excellent teaching." The three conditions which must be present for a department chair to begin promoting excellent teaching are open, honest, and positive communication; the ability to provide immediate feedback related to job performance and especially teaching performance; and an environment in which individuals can openly accept responsibility for mistakes, with a focus on improving the system by learning from those mistakes. Among the guidelines and activities for a chair seeking to promote excellent teaching among department faculty, the following may be highlighted: (1) make teaching as meaningful as possible; (2) refrain from using excessive direction, which can lead to blind conformity and/or defiance; (3) help faculty set and attain realistic goals; (4) use praise freely; (5) transmit respect for each individual; (6) build pride in each person's own accomplishments; (7) capitalize on the strengths of individual faculty; (8) encourage self-competition; (9) promote independence and responsibility; (10) recognize sincere effort even if the end product is not great; (11) give feedback as soon as possible; (12) pay attention to areas of dissatisfaction and solicit faculty suggestions for improving such situations; (13) keep channels of communication open; (14) stress quality rather than quantity; (15) use a variety of approaches; and (16) act as a good role model for faculty. Four narrative case studies, with sample questions for group discussion among department chairs, are included. (PAA)

ED 354 046 JC 930 086

Watts, Gordon E.
Effective Strategies in Selecting Quality Faculty.
PUB DATE- Feb 93
NOTE- 16p.; Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (2nd, Phoenix, AZ, February 17-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; Competitive Selection; *Employment Interviews; Faculty College Relationship; Faculty Recruitment; Personnel Policy; *Search Committees (Personnel); *Teacher Background; Teacher Behavior; *Teacher Qualifications; *Teacher Selection; Two Year Colleges

While the prospect of hiring new faculty members can cause significant apprehension for department chairpersons, a number of procedures can be employed to dramatically increase the chances of hiring a truly outstanding faculty member. The most successful searches include a series of well-defined steps moving through pre-search, search, and post-search activities. Pre-search activities include appointing a search committee and preparing the advertisement for the position. The search phase includes screening the applicants on paper; conducting reference checks, a screening interview, and the selection interview; and making the selection decision. The post-search activities include making the offer to the selected individual, designed to reduce disciplinary problems among students; and (3) the Parent Center, designed to assist parents with family or individual problems while encouraging their participation in school activities. The Blalock FIRST staff, teachers, and parents found that the projects had a very positive effect on the school and the educational process. Contains 34 references. (MDM)

ED 354 063 PS 021 017

Morgan, Harry
Pragmatic Language in Early Childhood Education: Behavior and Thought in Teaching.
PUB DATE- 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Activities; *Classroom Communication; Discourse Analysis; *Elementary School Teachers; Language Research; Primary Education; *Speech Communication; Student Behavior; *Student Participation; Teacher Behavior; *Teacher Student Relationship; Verbal Communication
IDENTIFIERS- *Pragmatism

A study of language interactions between teachers and students in early childhood (K-3) settings examined teacher responses that encouraged, prevented, or stopped a child's attempts to participate in language interactions with the teacher. Thirty early childhood teachers were observed for 90 sessions of language arts instruction. Tabulations were made for the modes of instructing and for controlling the relationship between the learner and the environment. Tabulations were also made for four categories during oral exchanges between teacher and student: (1) sustaining, in which the teacher makes a neutral comment or a brief passing response that acknowledges the student's oral contribution without influencing the student; (2) extending, in which the teacher encourages an expansion of the student's thought and language by challenging, giving information, or adding new materials; (3) changing, in which the teacher redirects the student's thought and language toward new ideas, materials, or activities while keeping the student engaged; and (4) stopping, in which the teacher limits or halts the student's ideas and language verbally or nonverbally, with the intent of disengaging the student. Findings revealed a significant linear relationship between the instructing mode, and the extending and sustaining categories in all grades. The most significant interactions between modes and categories occurred in kindergarten, and the least significant in grade two. Kindergarten and grade one had the highest incidents of extending and sustaining in the instructing mode. Language that functioned to stop teacher-student interaction was only significant in grade two. (HOD)

ED 354 064 PS 021 021

Furstenberg, Frank F., Jr.; And Others
Caring and Paying: What Fathers and Mothers Say about Child Support.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.; Ford Foundation, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.

Portfolio assessment can be conducted formally or informally through observation or by interview. Documentation of observations can take the form of checklists, rating scales, anecdotal records, audio or videotaping, and photographs. Portfolios should include samples of students' paintings, drawings, stories, letters, lists, signs, handwriting, and use of numbers. Teachers should adapt portfolio assessment to their specific situation, using portfolios to integrate curriculum and assessment and to reflect children's developmental progress. (MM)

ED 354 083 PS 021 116

Becchi, Egle; Ferrari, Monica
Public Infant Centres in Italy: A National Survey.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Differences; Financial Support; Foreign Countries; *Infants; National Surveys; Preschool Education; *Regional Characteristics; Standards; Statistical Surveys; *Toddlers
IDENTIFIERS- *Italy

This survey was undertaken to gather accurate and reliable information on private and government-supported day care centers within Italy, and to compare such data to currently available government statistics. A questionnaire was drawn up and sent to the 21 regions of Italy to examine: (1) the number of centers in each region and the number of children attending each center; (2) the number and type of staff at day care centers; and (3) the management and organization of day care centers. It was found that some regions had many more day care centers than are recorded in government statistics, that the provision for children varies considerably from region to region, and that day care centers in northern and central Italy tend to provide their staff with more training and refresher courses than centers in southern Italy. It was also discovered that some regions that already have a low ability to satisfy potential day care demand were actually converting some day care center structures to other uses. (MDM)

ED 354 084 PS 021 117

Ferrari, Monica
Quality of Care: A National Sample.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Differences; *Educational Quality; Foreign Countries; *Infants; Local Legislation; National Surveys; Preschool Education; Program Evaluation; *Regional Characteristics; Standards; Statistical Surveys; *Toddlers
IDENTIFIERS- *Italy

This survey of 25 day care centers in 5 regions of Italy was designed to determine the characteristics of competent centers and the effects of differing local regulations on the quality of care provided. The Infant and Toddler Environment Rating Scale (ITERS) and a questionnaire were utilized to assess the quality of the day care centers in the study. It was found that eligible children participating in the program. Recommendations for improving the quality of the program are offered. Part 2 discusses the results of a follow-up study that focused on the grade level progression and classroom performance of former program participants. Results indicated that among former participants, 78 percent were at the expected grade level in their progression through school, and between 61 and 98 percent were rated by their present teachers as being at or above their class average in seven developmental areas. Recommendations for increasing program funding and facilitating longitudinal studies of program participants are offered. Part 3 examines the instructional techniques used in the local projects participating in the state-funded program and the academic performance of former program students now enrolled in grades 3 through 5. Results of classroom observations and standardized tests indicate that developmentally appropriate techniques are in use in local programs, and that former program students perform as well as other third and fourth grade students in mathematics and language arts. Appendices in each of the three parts provide materials related to the program evaluation. (BC)

ED 354 103 PS 021 173

Brazelton, T. Berry
Touchpoints: Your Child's Emotional and Behavioral Development.
PUB DATE- 92
NOTE- 479p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Behavior Development; *Child Development; Child Rearing; Developmental Stages; Early Childhood Education; *Emotional Development; Infants; Parent Attitudes; Parent Child Relationship; Parent Materials; Toddlers; *Young Children
IDENTIFIERS- *Developmental Sequences; Parenthood; Parent Resources; *Regressive Behavior

This book looks at children's early development through what are called "touchpoints": times just before a surge of rapid motor, cognitive, or emotional development when, for a short time, children regress in several areas and become difficult to understand. Part 1, called "Touchpoints of Development," is organized around the areas of behavioral and emotional growth in the first 3 years, showing how these touchpoints affect all areas of a child's existence. Part 2, called "Challenges to Development," discusses issues involved with child rearing in the first 6 years that can interfere with normal development. It is contended that situations such as sibling rivalry, crying, tantrums, waking at night, fears, emotional manipulations, lying, and bedwetting begin when parents attempt to control situations that really belong to the child. Part 3, called "Allies in Development," examines the ways in which children's development is affected by those around them, including their parents, grandparents, friends, caregivers, and physician. A list of useful addresses is appended. Contains 62 references. (MDM)

ED 354 104 PS 021 176

Modigliani, Kathy
Training Programs for Family Child Care Providers: An Analysis of Ten Curricula. Second Edition.
SPONS. AGENCY- Bank Street Coll. of Education, New York, N.Y.; Target Stores/Dayton Hudson Corp.
PUB DATE- 91

entries consist of the standard text, an interpretation, and compliance demonstration. Also included are: (1) the ACA Exemplary Ethical Practices of Camp Directors/Owners; (2) a glossary; (3) the Self-Assessment of Additional Professional Practices; and (4) the appendices which contain examples or outlines of materials to be included in the evaluation. (LP)

ED 354 123 RC 018 961

Ball, Armand; Ball, Beverly
Basic Camp Management: An Introduction to Camp Administration. Revised 3rd Edition.
PUB DATE- 90
NOTE- 260p.; For an earlier edition, see ED 303 312.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Camping; Day Camp Programs; Environmental Education; Higher Education; *Leadership Training; *Management Development; *Outdoor Education; Professional Development; *Program Administration; *Program Development; Resident Camp Programs
IDENTIFIERS- Outdoor Leadership

This book is the primary text for the Certified Camp Director Program and the Basic Camp Directors Course sponsored by the American Camping Association (Indiana). It provides an orientation for new and prospective camp directors and a quick reference for experienced camp directors. The book covers the following topics: (1) an historical overview of the tradition of camping and types of camps; (2) the camp director's job including administrative roles and responsibilities; (3) the purpose, goals, and objectives of the camp; (4) programming designed to meet the objectives of the camp, including an explanation of centralized and decentralized philosophies of camping; (5) staff recruitment and organization; (6) marketing and promotion; (7) camper recruitment and retention; (8) site and facility preparation; (9) risk-management program including record keeping and retention, accident/incident reports, determining local laws, and insurance; (10) staff orientation and training; (11) supervision of staff; (12) operation and supervision of program services; (13) central support services such as health, food, and transportation services; (14) evaluation and reporting; (15) business and finance, including budgeting, purchasing, and accounting systems; (16) volunteer and committee structures; and (17) professionalism of camping. Listed at the end of each chapter are references to the American Camping Association Standards for Day and Resident Camps and to the Self Assessment of Additional Professional Practices. Appendices include sample job descriptions, camping resource organizations, and resource books. (LP)

ED 354 124 RC 018 962

Johnson, Becca Cowan
For Their Sake: Recognizing, Responding to, and Reporting Child Abuse.
PUB DATE- 92
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

constituents who elect them and that board members freely exercise the authority vested in them. At present, territoriality is limited by the distance deemed feasible to transport students. In the future the need for territorially-based schooling may be eliminated by telecommunications. (KS)

ED 354 142 SE 052 662

Acid Rain: A Teacher's Guide. Activities for Grades 4 to 12.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acid Rain; *Class Activities; Elementary Secondary Education; Environmental Education; Lesson Plans; *Pollution; *Science Activities; Teaching Guides; *Water Pollution
IDENTIFIERS- Clean Air Amendments 1970; Environmental Issues; Environmental Problems

This guide on acid rain for elementary and secondary students is divided into three study areas: (1) What Causes Acid Rain; (2) What Problems Acid Rain Has Created; (3) How You and Your Students Can Help Combat Acid Rain. Each section presents background information and a series of lessons pertaining to the section topic. Activities include working with the properties of acids; the water cycle; sources of acid rain; effects of acid rain on plants, animals, soil, and human communities; legislation; and citizen and community action. Included is a student crossword puzzle, glossary of pertinent terms, bibliography, and order information for additional instructional materials. (MCO)

ED 354 143 SE 052 708

A Problem Solving Approach to Environmental Education. Environmental Education Series 15.
PUB DATE- 85
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demonstrations (Educational); Discussion (Teaching Technique); Educational Games; Elementary Secondary Education; *Environmental Education; Integrated Activities; *Problem Solving; Simulation; Teaching Methods; *Teaching Models; Values Clarification
IDENTIFIERS- *Environmental Problems; Interpretation (Environmental)

This report provides information and conceptual tools needed to foster development of an interdisciplinary pedagogy geared to solving of environmental problems. It describes several procedures to further educational activities aimed at the solution of environmental problems. The approaches presented include the following: (1) The discussion group approach; (2) guided environmental interpretation; (3) clarification of values; (4) games and simulations; (5) experimental demonstration workshop; (6) a practical action project; and (7) action-oriented research. Provided for each approach is a general description; discussion of the aims of the approach; individual and collective abilities developed with the approach; the main function; human, organizational, technical and material resources needed for the approach; and an example

ED 354 162 SE 053 377

Levermann, Thomas W.
The Status of Environmental Education in the United States.
PUB DATE- 92
NOTE- 15p.; Paper presented at the Annual International Conference of the Christian Democratic Party (16th, Pesaro, Italy, September, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; *Educational Trends; Elementary Secondary Education; *Environmental Education; Financial Support; Interdisciplinary Approach; *Science Education; Teacher Education
IDENTIFIERS- *National Environmental Education Act 1990; National Science Teachers Association; Soil Conservation Service

This paper, written by an official in the U.S. Soil Conservation Service, describes that status of Environmental Education (EE) in the United States. An introduction presents some background considerations and philosophies in EE. The second section presents emerging trends in science education. Some of these trends are in part drawn from the National Science Teachers Association's (NSTA) "Scope, Sequence, and Coordination of Secondary School Science" effort-called the CORE Content. Those applicable to EE are enumerated and discussed. The NSTA model has four goal clusters which are humanistic in their philosophy: personal needs, societal needs, academic population, and career educators/awareness. The last section provides a brief review of some EE efforts in the United States. The paper suggests that the following should be among these shared goals: (1) stressing environmental and human interrelationships; (2) infusing the environment into all academic topics; (3) making sure that EE programs are educational and objective; (4) teaching about all natural resources equally; (5) reorienting teacher training to include how to infuse EE into all topics; (6) making teachers aware of the availability of resources; and (7) articulating clearly the results of EE. (Contains 9 references.) (MCO)

ED 354 163 SE 053 444

Freshwater Wetlands: A Citizen's Primer.
SPONS. AGENCY- New York State Council on the Arts, New York.
PUB DATE- Jun 78
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classification; *Definitions; Environmental Education; Geology; Identification; *Land Use; *Laws; *Natural Resources; *Wetlands
IDENTIFIERS- Environmental Impact; Environmental Protection; New York; United States (Northeast)

The purpose of this "primer" for the general public is to describe the general characteristics of wetlands and how wetland alteration adversely affects the well-being of humans. Particular emphasis is placed on wetlands in New York State and the northeast. Topics discussed include wetland values, newspapers and is intended for novice and veteran Arkansas history teachers. (DB)

ED 354 184 SO 022 676

Civics: Introduction and Levels 1-7.
PUB DATE- 78
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; Curriculum Guides; Educational Objectives; Elementary Secondary Education; Foreign Countries; Instructional Materials; Social Studies; Student Educational Objectives
IDENTIFIERS- *Canada; *Northwest Territories

Divided into eight documents, an introduction and guides to the program for levels 1-7 (which corresponds to grades 4-10, respectively), this material makes up the civic education program for schools in the Northwest Territories (Canada). The introductory guide includes a statement of philosophy and goals, an overview of the program, considerations and goals for implementation, and the addresses of publishers and organizations that civics teachers may find useful. The focus of the activities found in each of the guides for levels 1-6 are the six themes: (1) a formal awareness of government, (2) simple forms of government, (3) the establishment and growth of Canada as a nation, (4) local government, (5) government of the Northwest Territories, and (6) government of Canada. Each of these guides features approximately 25 lessons, as well as lists of resources, core objectives, and supplementary objectives. The level 7 program asks students to carry out projects that involve the analysis of issues concerning the socio-political nature of Canada. (DB)

ED 354 185 SO 022 685

Weeks, J. Devereux
Student Rights under the Constitution: Selected Federal Decisions Affecting the Public School Community.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090),Historical Materials (060)
DESCRIPTORS- *Civil Rights; Constitutional Law; Corporal Punishment; *Court Litigation; Drug Use Testing; Elementary School Students; Elementary Secondary Education; *Federal Courts; Freedom of Speech; *Public Schools; *School Law; Search and Seizure; Secondary School Students; Social Studies; State Church Separation; *Student Rights
IDENTIFIERS- *Supreme Court; United States Constitution

Public school principals and teachers have a compelling need to understand student rights when teaching constitutional principles that apply to students. This book seeks to help both students and educators understand those rights. The work concerns itself with the fundamental federal constitutional rights of public school students. A study of the subject can help: (1) ensure that students' rights are recognized; (2) educate the young for citizenship; and (3) educate teachers and administrators about possible violations of students' rights. The book addresses the subjects of corporal punishment, freedom

American Forum for Global Education (3rd, St. Paul, MN, May 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; *Global Approach; Interdisciplinary Approach; *Multicultural Education; *Student Development
IDENTIFIERS- *Global Education; *Minnesota; Twenty First Century

Minnesota plays an integral role in the worldwide increase in the exchange of goods, services, and ideas. It is imperative that the state's citizens be able to relate to an increasingly interrelated world and to gain the skills, attitudes, and knowledge needed to participate intelligently in such exchanges. Educating to these ends is essential. International/global education is the carefully designed elementary and secondary program that helps students develop in such a way as to contribute effectively to an interdependent world. Students must learn a sense of responsibility for the needs of all people and a commitment to the just and peaceful resolution of global issues. Minnesota's global education efforts seek to enable citizens to participate more actively at local, state, national, and international levels. The task of global education becomes more difficult each year, as technological developments yield an ever expanding profusion of data and problems. The survival of "Spaceship Earth" and the quality of life of its inhabitants will depend on the extent to which young people develop the ability to think, feel, and act from a global perspective. Teachers can instill in students an appreciation of the global nature of issues that affect their lives and the interrelationships that bind them to other regions and peoples. Educators must prepare the young to meet the responsibilities and demands of an interdependent and complex world. (LBG)

ED 354 207 SO 022 917

Kraemer, Dagmar; Stassen, Manfred
Europe in U.S. Social Studies: Textbooks and Teaching Materials. (Case Study: Germany) and Executive Summary. A Qualitative and Quantitative Analysis.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.
PUB DATE- 91
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Elementary Secondary Education; Geography Instruction; Instructional Materials; *Multicultural Education; Social Studies; *Textbook Content; Textbook Research; United States History; Western Civilization; World History
IDENTIFIERS- Europe; *Germany

This study examines the representation of Western Europe, particularly Germany, in world history, world geography, western civilization, and U.S. history textbooks used in U.S. social studies classrooms. The goal of the study was to identify avoidable imbalances in the representations of Germany and Europe, point to areas in which the portrayals obfuscate rather than enlighten, highlight reasons for problems, and suggest improvements. Among the study's conclusions was that material concerning the period before 1945 tended to be individually bound modules: (1) "Physical Aspects" deals with male and female reproductive systems; physical, emotional, and psychological changes that occur during puberty and the physiological processes of human conception; (2) "Social Aspects" covers topics on sexual behavior, sexuality in childhood and adolescence, love, dating, adolescent pregnancy, and moral codes of ethics; (3) "Sex Roles" examines role expectations, male and female roles, and sex stereotyping; and (4) "Sexually Transmitted Diseases" (STD) discusses the various types of STD, their origins, symptoms, effects, testing, and prevention in the context of social and medical problems. Each module includes several lessons, objectives, time required for teaching, resource materials, and a set of procedures. Information sheets to help teachers in expanding the subject, reference materials, and activities and exercises for students are also provided. (LL)

ED 354 226   SP 034 311

The American Teacher, 1992. The Second Year: New Teachers' Expectations and Ideals. A Survey of New Teachers Who Completed Their Second Year of Teaching in Public Schools in 1992. The Metropolitan Life Survey.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- 92
NOTE- 35p.; For a related document, see SP 034 301.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Attitude Change; Beginning Teachers; *Career Change; Career Choice; Elementary Secondary Education; *Job Satisfaction; National Surveys; Parent School Relationship; Public Schools; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Student Relationship; *Teaching (Occupation); Teaching Conditions; *Teaching Experience

This survey measured the experiences of new public school teachers who began their first year of teaching in the 1990-91 school year. It is the third of three surveys of this cohort of new teachers. The current survey focuses on teachers' experiences and attitudes 2 years into their teaching career, and includes questions which allow for comparisons of attitudes toward teaching now with attitudes previously reported. It also queries teachers who say they plan on leaving the profession about reasons for doing so. A total of 1,000 teachers were interviewed by telephone. Findings, displayed in 10 tables, include teachers' expectations versus experiences regarding themselves and their students; rating of schools on overall quality, teacher competence, and preparation of students for future jobs/education; satisfaction with students, parents, other teachers, principals and other administrators; and reasons for leaving the teaching profession. The survey questionnaire showing the marginal frequency for all questions appears in an appendix. (LL)

ED 354 227   SP 034 312

Liebert, Doris K.
Becoming a Teacher: Practicum Guidelines for Student Teachers, Cooperating Teachers, Principals, College Supervisors.
PUB DATE- 92
NOTE- 43p.; Cover page title is "Becoming a Teacher: A Handbook for Student Teaching."
LANGUAGE- English

Questions; *Performance Based Evaluation; Reform Efforts
This digest discusses how well authentic mathematics assessment tests can be expected to meet the needs of mathematics instruction that focuses on conceptual insights and analytical skills. In the new mathematics curriculum, situational lessons or real-life problems attempt to include dimensions of thinking and reasoning, individual or small-group settings, use of mathematical tools, and student attitudes and dispositions. New assessments require students to formulate problems, devise solutions, and interpret results. Several state assessment programs are engaged in developing new modes of assessment to reflect the emerging consensus on mathematics instruction. In California, for example, educators are developing the following types of assessment items: (1) open-ended questions; (2) short investigations (60- to 90-minute tasks); (3) multiple-choice questions emphasizing understanding of important mathematical ideas and generally involving integrating more than one mathematical concept; and (4) portfolios. The California Mathematics Program has been using open-ended questions for the last 3 years at the 12th-grade level. Currently, only a small sample of student responses are scored, but these exercises provide opportunities for districts to become involved in the state assessment, to administer the essays, and to train teachers to score them. (SLD)

ED 354 246 TM 019 447

Baird, William
Evaluation of "Blueprint for the Future": Literature Review and Evaluation "Tool Kit."
PUB DATE- Aug 90
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Consultation Programs; Educational Assessment; *Educational Planning; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Foreign Countries; Formative Evaluation; Guides; Intervention; Literature Reviews; Mainstreaming; *Program Evaluation; *Staff Development; Summative Evaluation
IDENTIFIERS- *Blueprint for the Future Program ON; *Large Scale Programs; Scarborough Board of Education ON
This literature review and evaluation "tool kit" provides a summary of the research literature about the evaluation of large-scale intervention policies like the Blueprint for the Future program of the Scarborough (Ontario, Canada) Board of Education. This report is intended to assist in creating a realistic plan for the Blueprint evaluation. An introduction covers the general concerns that must be considered when evaluating program implementation. Evaluating process versus outcome, fidelity versus impact, and program components and outcomes is considered. General evaluative methods are reviewed. The rest of the report deals more specifically with the evaluation of the Blueprint program process and outcomes. Sections on process and outcomes each discuss: (1) consultation; (2) intervention; and (3) staff development. Appendixes list three instruments that are available for summative and formative evaluation of Blueprint in the area of teacher interventions, role conflict and ambiguity, and

DESCRIPTORS- Academic Aspiration; College Bound Students; *College Choice; College Entrance Examinations; *Community Colleges; Demography; High Schools; *High School Students; Interest Inventories; Multiple Choice Tests; Predictor Variables; Racial Differences; Scores; Sex Differences; *State Surveys; *Student Characteristics; Two Year Colleges

IDENTIFIERS- *ACT Assessment; *Mississippi

Factors that account for variance between groups of Mississippi students in their choice of college types were studied using data from the 1991 American College Testing (ACT) Program. The objectives of this study were to describe Mississippi students who plan to attend community or junior colleges and who took the spring 1991 ACT Assessment Program test according to gender, race, and ACT composite score; and to determine which ACT Assessment Program student profile factors, interest inventory factors, and demographic variables account for a statistically significant amount of variance between students who plan to attend community or junior colleges from students who plan to attend other colleges or universities. The study population included all 19,022 students who took the ACT in Mississippi in the spring of 1991. Responses from 177 of the student profile items and all responses from the interest inventory were used with demographic information. The outcome variable was the choice of community/junior college or other college. Community/junior college was the choice of 5,135 students (27 percent). Of these, about 39 percent were male, about 72 percent were Caucasian/White, about 23 percent were Afro-American/Black and about 4.5 percent were members of other racial and ethnic backgrounds. Those who selected community/junior college were generally lower achievers, although these students had taken more English and honors English courses, and were interested in staying close to home and in attending small colleges with lower tuitions. Many expected to attain a lower level of postsecondary education. Results are discussed in terms of recruiting students for community/junior colleges. One table presents the stepwise multiple regression of factors in the college choice. An 17-item list of references is included. (SLD)

ED 354 265   TM 019 546

Belcher, Marcia J.

A Performance Feedback System for Administrators in Higher Education.

PUB DATE- Nov 92

NOTE- 29p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; *Administrator Evaluation; College Administration; College Faculty; *Community Colleges; Evaluation Methods; *Feedback; *Performance; Pilot Projects; Postsecondary Education; Self Evaluation (Individuals); Surveys; Two Year Colleges

IDENTIFIERS- *Performance Based Evaluation

The implementation of a performance review system for administrators at a large community college is described. Early efforts focused on defining faculty excellence and then modifying review and promotion systems to support the definition. Using summary statements about administrator excellence, a feedback survey and a process for eliciting scholarships. Student services at WTSU are also described, and they include a multicultural center and leadership training programs led by WTSU students at local high schools. A 19-item list of references is included. (JB)

ED 354 283 UD 029 036

Berryman, Sue E.; And Others
Integrating Academic and Vocational Education: An Equitable Way To Prepare Middle Level Students for the Future. ERIC/CUE Digest, Number 83.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Ability; Academic Achievement; *Academic Education; *Curriculum Development; Educational Improvement; Education Work Relationship; Equal Education; High Schools; *High School Students; *Integrated Curriculum; Job Skills; Models; Teaching Methods; *Vocational Education; Vocational High Schools
IDENTIFIERS- ERIC Digests; Middle Track Students

This digest describes efforts to improve academic learning for middle level high school students to be applied practically to develop workplace competence and flexibility by integrating academic and vocational education. Following an introduction describing the need to prepare students for working life is a paragraph describing generally the integrated strategy that is the subject of this digest. That section describes a program of sequential courses that allows students to achieve vocational competencies as it fosters learning of abstract or theoretical concepts under applied conditions. It replaces job-specific instruction of traditional vocational education with contextualized knowledge that provides students with a range of problem-solving and employability skills. The next section describes eight models of school organization from incorporating more academic content into vocational courses to career academies, to replacing departments with occupational clusters. A discussion of the benefits of integrating academic and vocational education examines student motivation, workplace links, equity, educationally rich learning, changes in school organization, and a qualified work force. A final section reviews implementation and covers student orientation, curriculum and assessment, teacher roles, and school organization. (JB)

ED 354 284 UD 029 040

Greim, Jeffrey L.
Adult/Youth Relationships Pilot Project. Initial Implementation Report.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.; Retirement Research Foundation.
PUB DATE- Dec 92
NOTE- 37p.; Funding also received from the Skillman Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Adults; At Risk Persons; Delinquency; Disadvantaged Youth; Helping Relationship; Juvenile Justice;

Cumming, Alister
Identification of Current Needs and Issues Related to the Delivery of Adult ESL Instruction in British Columbia.
SPONS. AGENCY- Department of the Provincial Secretary, Vancouver (British Columbia).
PUB DATE- Mar 91
NOTE- 222p.; Also sponsored by the British Columbia Ministry Responsible for Multiculturalism and Immigration.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Case Studies; Community Services; Delivery Systems; Demography; Educational Assessment; *Educational Needs; Employers; *English (Second Language); Foreign Countries; Health Services; *Immigrants; *Limited English Speaking; *Literacy Education; Needs Assessment; Retailing; Second Language Instruction; State Surveys
IDENTIFIERS- *British Columbia

This report describes the current delivery of adult English-as-a-Second-Language (ESL) instruction in British Columbia (Canada), identifying needs for services not being met currently, the nature of services required to meet those needs, and related educational issues. Findings are intended for the use of provincial policy-makers to improve services and delivery. Information comes from three sources: (1) demographic analyses of the population immigrating to British Columbia during the period 1980-90, based on national census and immigration data; (2) a descriptive survey of current British Columbia programs of adult ESL instruction, including program types, standards of service delivery, population characteristics, and potential needs; and (3) case studies of 10 communities representative of the overall provincial population, including interviews of 382 individuals. The results of each of these analyses are presented separately and in an executive summary. A 31-item bibliography is provided. Appended materials include a list of issues identified in four previous reports, survey letters and instruments, a list of adult ESL service providers in British Columbia that were surveyed, interview forms for the case studies, and the summary of one community case study. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 353 856 FL 800 573

Hewitt, Lee; And Others
Teachers' Stories: Expanding the Boundaries with the Participatory Approach.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adult Literacy; Adult Students; Audiovisual Aids; Class Activities; Classroom Techniques; Cooperative Learning; *English (Second Language); Females; *Literacy Education; Second Language Learning; Story Telling; *Student Participation; *Teaching Methods; Videotape Recordings; *Writing Exercises; Written Language
IDENTIFIERS- *Participatory Approach (Teaching)

Compiled by a group of teachers new to the English-as-a-Second-Language (ESL) field, this volume contains writing samples from school plans; and executive summaries of reports to the task force from individual colleges and universities. (Contains 52 references.) (JB)

ED 353 876 HE 026 131

Wilson, Linda S.
Beyond Conservation and Liberation: The Education of Our Aspirations. Thirteenth David Dodds Henry Lecture.
PUB DATE- 17 Feb 92
NOTE- 58p.; Speech given at the David Dodds Henry Lecture (13th, Urbana, IL, February 17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Access to Education; College Role; Conservatism; Educational Change; Educational Technology; Futures (of Society); *Higher Education; Integrity; Liberalism; Organization; *Politics of Education; Public Opinion; *Role of Education
IDENTIFIERS- Information Age

This booklet presents the text of a lecture by Linda S. Wilson, president of Radcliffe College (Cambridge, Massachusetts) on the role of higher education as well as the responses, questions and discussion that followed. The lecture is preceded by a preface and an introduction by Morton W. Weir, chancellor of the University of Illinois at Urbana-Champaign (UIUC). In discussing the future of higher education during what she characterizes as a period of change, President Wilson argues against using a liberal-conservative continuum to think about higher education. Instead, she suggests that in order for higher education to successfully achieve what society aspires for it, higher education must (1) engage the full range of individuals' talents more completely, (2) "ignite the flame of confidence in ourselves and in higher education itself", and (3) give the public the capacity for thoughtful change. The lecture then looks at five key topics: access to higher education, strategies to inspire achievement and integrity, realignment of talents and tasks, improvement through new knowledge and technologies, and strategies to cope with the explosion of knowledge. The balance of the booklet presents three responses by administrators and scholars from UIUC and questions from the audience with their responses. (JB)

ED 353 877 HE 026 132

Walsh, John T.; And Others
State University of New York--Staff Study Regarding the Effectiveness of the University's Energy Conservation Program. Report 93-D-5.
PUB DATE- 15 Dec 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *Educational Facilities; Educational Finance; Energy Audits; *Energy Conservation; Energy Management; Higher Education
IDENTIFIERS- *Energy Consumption; Energy Policy; *State University of New York

This study examined the effectiveness of the State University of New York's (SUNY) energy conservation program which involves

Tables (Data); *Universities
IDENTIFIERS- *Ontario

This report provides financial information on 21 degree granting universities and related institutions which receive grants from the provincial government of Ontario, Canada. The report first explains the general guidelines and reporting requirements used in compiling the information; the principles of fund accounting involved; and the definitions of the types of funds, revenue sources, operating expenses and the various objects of expense such as salaries, benefits, and equipment. Tables of data then present summary information for all universities and colleges (on a consolidated basis). These tables cover (1) combined revenues and expenses and changes in fund balances; (2) revenues and additions by source and type of fund; (3) expenses (all expendable funds) by object and type of fund; (4) actual operating expenses by object and functional area; (5) general funds changes in appropriated fund balances; and (6) enrollment and basic income units in 1991-92. Other tables present percentage analyses of the reported revenues and expenses. Finally, financial data for each individual school are provided. There are: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, Algoma University College, Nipissing University College, Le College Universitaire de Hearst, McMaster University, Ontario College of Art, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson Polytechnical Institute, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. Summary tables and individual school financial data comprise the bulk of the document. (JB)

ED 353 895 HE 026 153

Financial Report of Ontario Universities 1991-92, Volume II- Affiliated and Federated Colleges and Universities.
PUB DATE- Dec 92
NOTE- 278p.; For volumes 1 and 3, see HE 026 152 and HE 026 154.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Affiliated Schools; *Church Related Colleges; Data Analysis; Data Collection; Educational Finance; Expenditures; Federal Aid; Foreign Countries; Government School Relationship; Grants; Higher Education; *Income; *Operating Expenses; *Resource Allocation; School Accounting; *School Funds; State Government; Tables (Data)
IDENTIFIERS- *Ontario

This report provides financial information on 22 church-related, federated, or affiliated colleges, universities or seminaries which receive grants from the provincial government of Ontario, Canada. Data summary tables focus on the following categories: (1) Combined Revenues and Expenses and Changes in Fund Balances; (2) Revenue and Additions by Source and Type of Fund; (3) Expenses (All Expendable Funds) by Object and Type of Fund; (4) Actual Operating Expenses by Object and Functional Area; and (5) General Funds Changes in Appropriated Fund Balances. Other tables present percentage analyses of the revenues and expenses that are reported by both fund type, object of expense, and functional area for 1987-88 to 1991-92. Finally, financial data for each individual school is provided. These are: Huntington University, University of Sudbury, Thorneloe University, McMaster Divinity College, Universite Saint Paul, Queen's Theological College, Knox College, Regis College, St.

Language Proficiency and Academic Success: The Refugee/Immigrant in Higher Education.
PUB DATE- Apr 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; Comparative Analysis; English (Second Language); Foreign Students; Higher Education; *Immigrants; *Language Proficiency; Limited English Speaking; Postsecondary Education; Questionnaires; *Refugees; Research; Scores
IDENTIFIERS- University of Minnesota

There has been a growing awareness and concern in recent years about the language proficiency and academic preparedness of refugee/immigrant students at the post-secondary level. Using this population at the General College, University of Minnesota, as subjects, this paper investigate's the relationship between English language proficiency, as measured by standardized language proficiency tests, educational background in L1 and L2, length of residency in the United States, and academic success, as measured by second-year grade point average. Subjects were 52 students enrolled in an academic "bridge" program for refugee/immigrant students at the University of Minnesota. Basic information was collected about the students from various sources: the Michigan English Language Assessment Battery (MELAB); a school profile questionnaire; the Michigan Test of English Language Proficiency; the Michigan Aural Comprehensive Test; and test scores on various academic aptitude examinations. Results showed a negative correlation between years of education completed in the United States, length of residency in the United States and academic success. The most important predictor of academic success was the number of years of schooling completed in the student's native country, followed by the student's objective test score on the MELAB. Results suggest that the refugee/immigrant students at highest risk at the post-secondary level are those who experienced interruption in their education and completed high school in the United States. Implications of these findings and directions for future research are discussed. (Contains 56 references.) (GLR)

ED 353 915 HE 026 176

Monasta, Attilio
Comparative Evaluation of ERASMUS ICPs in the Subject Areas of Business Management, Chemistry and History. ERAMUS Monographs No 8 = Valutazione Comparata dei pic ERASMUS nelle Aree Disciplinari dell'Organizzazione Aziendale, della Chimica e della Storia. Monografie ERASMUS No. 8.
PUB DATE- Nov 91
NOTE- 65p.
LANGUAGE- English; Italian
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Administration; Chemistry; College Curriculum; Comparative Analysis; Comparative Education; *Cooperative Programs; Credits; Educational Quality; Foreign Countries; Higher Education; History; *Intercollegiate Cooperation; Postsecondary Education; *Program Evaluation; *Recognition (Achievement); Research; Teaching Methods

*Educational Trends; *Education Work Relationship; Employment Qualifications; Enrollment; Foreign Countries; Government Role; Higher Education; Program Administration; Universities
IDENTIFIERS- Distance University (West Germany); East Germany; *Germany; West Germany

This report, one of a series of country studies on higher education and employment particularly in continuing professional education, looks at recent developments in Germany in distance education. In particular the study compares its development in the Federal Republic of Germany and the former German Democratic Republic. The first of two main sections covers the historical development of systems of higher education in both countries as well as a look at the process of harmonization between the two German higher education systems after reunification of the two German states. It is suggested that in the old Federal Republic, regular university studies will probably continue to dominate while in areas that were the old German Democratic Republic, distance education (already in place and accepted) will be developed further. Also compared in the first section are study courses and study materials, information and dissemination, organization of studies, cooperation among institutions, legal issues, and funding. A second section gives an outlook and recommendations on potential developments in the unified Germany. This section makes recommendations on study materials and courses, information and dissemination, organization of studies, cooperation, and educational and legal policy issues. (JB)

ED 353 934 HE 026 195

Avveduto, Sveva; Moscati, Roberto
Higher Education and Employment: The Changing Relationship. Recent Developments in Continuing Professional Education. Country Study: Italy.
PUB DATE- 91
NOTE- 107p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Continuing Education; Educational Change; Educational Demand; *Educational Trends; *Education Work Relationship; Employment Qualifications; Enrollment; Foreign Countries; Government Role; Higher Education; *Professional Continuing Education; Program Administration; Public Sector; School Business Relationship; Universities
IDENTIFIERS- *Italy

This report, one of a series of country studies on higher education and employment particularly in continuing professional education, looks at recent developments in Italy. Following an introduction which offers basic data on higher education in Italy, Chapter I reviews the current challenges and demands facing the Italian system, in particular in relation to the productivity of higher education and the labor market and the university reform movement. Chapter II looks at the legislative and institutional framework for continuing professional education. Chapter III offers a quantitative analysis of the role of different actors in continuing professional education: universities, and small and large private companies offering their own training programs. Chapter IV analyzes the role of the university in higher continuing professional education beginning with the legislative and institutional framework and including analysis of costs,

Computers; Computer Science Education; Elementary Secondary Education; Higher Education; Mathematics Skills; *Microcomputers; Preservice Teacher Education; Questionnaires; *Sex Differences; *Student Attitudes; Tables (Data)
IDENTIFIERS- *Computer Attitudes; Student Surveys

The purpose of this study was to investigate the computer backgrounds of students enrolled in a teacher credential program. Specifically, this study attempted to determine if a person's computer background had any influence on attitude towards computer use, willingness to pursue further formal instruction in computer education, interest in using the computer in a classroom setting, and other factors regarding implementation. Other studies have indicated that there are significant differences between males and females in the areas of mathematics preparation and the pursuit of mathematically oriented careers--with males generally outnumbering females. Other studies have focused on the differences in computer expertise and use between the sexes. Because computers have been traditionally linked with science and mathematics, it was hypothesized that males and females would also differ in the areas of computer interest and use. Students in the educational computer technology program at California Polytechnic Institute, Pomona, were asked to complete a three-part questionnaire pertaining to microcomputer use. The first part of the questionnaire elicited information on the students' backgrounds in mathematics and computer experience; the second was designed to determine attitudes towards computer use; and the third asked students about topics they felt were important and relevant to their use of the computer as classroom teachers. Results of this study have revealed no significant differences in the areas of computer background, attitude, and topic interest between males and females. These findings indicate that the disparity that has been observed in other mathematically oriented areas may not apply to the field of computing in education. (Contains 20 references.) (Author/ALF)

ED 353 953 IR 015 903

Randall, Ruth
Three Systems of Telecommunications in the United States.
PUB DATE- 20 May 90
NOTE- 9p.; Paper presented at the Annual East/West Invitational Conference on Technologies in Education (2nd, Petrozavodsk, USSR, May 20, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Planning; Educational Technology; Elementary Secondary Education; Instructional Effectiveness; Program Descriptions; Program Evaluation; Program Implementation; *Rural Schools; School Business Relationship; *State Programs; *Telecommunications
IDENTIFIERS- Kansas; Minnesota; Star Schools; Texas

This paper examines the use of telecommunications in rural schools in the United States as a solution to the problems teachers face when they have small classes, five or six class preparations daily, extracurricular duties, and inadequate training for specific classes. Telecommunications in schools in Minnesota and Kansas and a Star Schools Model in Texas are described in terms of planning, design, development, implementation and evaluation of the systems; the involvement of educators and private sector entrepreneurs, costs,

number of instructional microcomputers for each school district from 1987-88 to 1991-92, including net change from 1990-91 to 1991-92; (3) percentages of instructional microcomputers by type (i.e., Apple, IBM, Tandy, etc.) in 1991-92; (4) the number of instructional microcomputers by type from 1988-89 to 1991-92; (5) the number of instructional microcomputers by type for each school district from 1988 to 1991; (6) the number of administrative microcomputers from 1987-88 to 1991-92; (7) the number of administrative microcomputers for each school district from 1987-88 to 1991-92, including net change from 1990-91 to 1991-92; (8) percentages of administrative microcomputers by type for 1991-92; (9) the number of administrative microcomputers by type from 1998-89 to 1991-92; and (10) the number of administrative microcomputers by type for each school district from 1988 to 1991. A map of the state showing school districts and reporting regions is included. (ALF)

ED 353 974 IR 015 937

McGreal, Rory; And Others
Recommendations on Distance Education to the Northern Education Project of the Ministry of Education of the Government of Ontario. Submitted by the Distance Education Secondary School Committee of Northern Ontario.
PUB DATE- 16 Nov 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Computer Assisted Instruction; *Computer Networks; Curriculum Enrichment; *Distance Education; *Educational Cooperation; Foreign Countries; Geographic Location; Inservice Teacher Education; Nontraditional Education; Regional Cooperation; Rural Schools; Secondary Education; *Shared Resources and Services; *Telecommunications
IDENTIFIERS- *Ontario

This report of the Distance Education Secondary School Committee of Northern Ontario, which is composed of representatives of the Ministry of Education (MOE), the Independent Learning Centre, Native and French language components of the MOE, and Contact North, discusses the role that the Contact North distance education network can play in the achievement of the goals of the Ontario government. Government priorities are listed, and contributions of Contact North in providing residents of isolated communities increased access to formal and informal educational opportunities are summarized. Contact North services to delivering institutions are listed, and curriculum support potential is identified. Benefits for students, teachers, and school board personnel are considered, including increased curriculum options, course enhancement, cultural enrichment, guidance and career planning, educational upgrading, inservice training, and development of local programs. Background on Contact North participants, funding considerations, course delivery, and the advantages of centralization is provided. The benefits of collaboration are discussed, including cost-efficiency, a universal timetable, participation by provincially-funded schools, large school participation, stability, and minimized local differences; and recommendations are offered for release time for teachers to deliver courses on the Contact North system and funding for smaller school boards to provide inservice training, curriculum development, and supervisory services through distance such services and the development of children's library skills; and (4) a service inventory that asked respondents to comment on the importance of specific, less-traditional services such as services for the homebound, reading instruction, access to computers and FAX machines, providing community information and referrals to community agencies, and telephone reference. The exact text of the 60-question survey is included along with the numbers and percentages of responses for each question broken down by such variables as gender, education, age, race, access to library card, library visitation, senior citizen and disability status, and area of residence. (KRN)

ED 353 994 IR 054 370

Records Management Resources for Local Governments in Alaska. Third Edition.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Archives; Books; Government Libraries; *Government Publications; Information Sources; *Local Government; *Policy; Preservation; *Records Management; Resource Staff; *State Libraries; Videotape Cassettes
IDENTIFIERS- *Alaska

This bibliography provides librarians and local government officials with information on managing both current and historical local records. The bibliography is selected, not comprehensive, and emphasizes Alaskan sources. Approximately 75 resources are listed in the following categories: (1) bibliographies; (2) books; (3) journals; (4) videos/audiovisual materials; (5) federal government publications; (6) Alaska State Archives and Records Management Services publications; (7) other Alaska state government publications; and (8) local government resources in Alaska, including ordinances, resolutions, manuals, and schedules. The most important items are starred. Many of the items, including a videotape recording, federal government publications, Alaska state publications, and local government resources, are briefly annotated. Resource persons in Alaska and professional associations are also listed. (KRN)

ED 353 995 IR 054 371

Records Management Manual.
PUB DATE- 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Archives; Evaluation Methods; Information Retrieval; *Information Storage; *Microreproduction; Preservation; *Records Management; *State Agencies; State Programs
IDENTIFIERS- *Alaska

This manual, prepared primarily for state government agencies, describes the organization and management of Alaska government records. Information is presented in nine topic areas: (1) Alaska's Archives and Records Management Program, which

IDENTIFIERS- *Extended Campus Library Services; *Regis University CO

This report considers the ways that the Regis University (Colorado) library has addressed needs created by new adult education programs offered at 10 campus locations in the region, 15 prison sites, a number of corporations, and through independent study. Creation of a new position for a full-time librarian for extended library services and cooperation between the extended library services librarian and the main campus public services librarian are discussed. Initiatives in the following areas defined by the ACRL (Association of College and Research Libraries) Guidelines for Extended Campus Library Services are described: (1) reference assistance, including cooperative library agreements and availability of reference services by telephone, electronic mail, and telefacsimile; (2) computer-based bibliographical and informational services, including use of the existing online catalog system, i.e., CARL (Colorado Alliance for Research Libraries); (3) consultation services provided by the extended services librarian; (4) library user instruction, including on-site assistance and classroom instruction; (5) assistance with non-print media and equipment; (6) reciprocal and contractual borrowing; (7) interlibrary loan services; (8) prompt document delivery; (9) access to reserve materials; and (10) promotion of library services. (KRN)

ED 354 014   JC 920 321

L'enseignement collegial, ou son equivalent, dans quelques provinces et pays. Etude exploratoire (College Instruction, or Its Equivalent, in Some Provinces and Countries. Exploratory Study).
PUB DATE- Apr 92
NOTE- 340p.
LANGUAGE- French
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College Curriculum; *College Faculty; *College Instruction; *College Students; Community Colleges; Comparative Analysis; Educational Assessment; Educational Finance; Educational Legislation; Foreign Countries; Governance; Postsecondary Education; Program Descriptions; *Two Year Colleges
IDENTIFIERS- British Columbia; England; France; Germany; Norway; Ontario; United States

Designed to provide Quebec's community colleges with more precise information and a better understanding of their educational options, this report presents a description and analysis of the educational systems for the 12th through 14th years of schooling in England, France, Germany, Norway, the Canadian provinces of British Columbia and Ontario, and the United States. Introductory material explains the methods used to collect and analyze the data on each school system. Next, individual chapters present information on each country or province, focusing for each on the following topics: (1) general organization, including information on governance, finances, legal authorization, and other background information or educational features specific to the particular country or province; (2) curricula and instruction, including information on programs and curriculum tracks, pedagogy, instructional resources and evaluation; (3) faculty and student characteristics; and (4) current issues and questions for the future. Concluding comments present general impressions of the study in terms of the complexities of and differences between crimes, such as homicide, forcible rape, robbery, assault, burglary, larceny, motor vehicle theft, and arson, indicating that crimes against property accounted for 94% of these. Section 3 discusses "Part II" crimes, which include common assault, fraud, vandalism, weapons, sex offenses, liquor violations and disorderly conduct, reporting that "Part II" crimes have increased 74% from 1989 to 1991. The fourth section discusses traffic and parking control at JCCC, highlighting the decline of violations from 3,191 in 1990 to 2,357 in 1991. The final sections describe standards of conduct, legal sanctions, health risks, and treatment programs related to alcohol and drug use; a discussion of sexual harassment on campus; and policies on campus security, emergencies and reporting crimes. Tables indicating crimes reported, miscellaneous services and accidents for December 1992 are appended. (MAB)

ED 354 030   JC 930 070

Irwin, Marcia; Malague, Marianne
Nursing Transition: An Individualized Course To Promote Mobility from the LVN to RN Role. Registered Nurse Shortage Project. Final Report.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Metropolitan Life Foundation.
PUB DATE- Jun 92
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Associate Degrees; Community Colleges; Course Content; *Course Descriptions; *Curriculum Development; Independent Study; Individualized Instruction; Job Skills; Labor Force Development; Learning Activities; *Learning Modules; Nurses; *Nursing Education; Two Year Colleges; Units of Study

To address a regional shortage of registered nurses (RN's), a special transition course was developed at the North Harris Montgomery Community College District in Houston, Texas, to allow licensed vocational nurses to articulate into the second year of a two-year Associate Degree Nursing (ADN) program. Students completing the ADN program are eligible for licensure as RN's. Each week of the course includes 4 hours of lecture/discussion and seminar, and 12 hours of clinical activities. The course materials consist of a set of 10 Learning Activity Packages (LAP's) designed to prepare the students for upper level nursing courses. Each LAP consists of a pretest to determine knowledge of prerequisite concepts, a list of LAP objectives, required nursing skills, learning resources, individual exercises, clinical activities, and a post-test. There is an option to take each post-test before starting the LAP, with students receiving a grade of at least 70% exempted from the learning activities for that LAP. The bulk of this report consists of the 10 complete LAP's used in the course: (1) Introduction to the Transition course; (2) The Role of the Nurse; (3) Communication; (4) Perception; (5) The Nursing Process; (6) Fluid and Electrolytes; (7) Cellular Metabolism I; (8) Cellular Metabolism II; (9) Transport of Oxygen (Section I), and Transport of Nutrients and Waste (Section II); and (10) Motorsensory (Transport II). Of the 24 students enrolled in the transition course in spring 1992, 22 successfully completed the course. Results of students evaluations and recommendations are included. (PAA) and helping to make their transition to the institution as smooth as possible. While the entire process is important, the selection interview itself provides the best opportunity for assessing the potential match between the individual and the needs of the institution. The selection interview should be a structured interview based on "description behavior interviewing" and should utilize the same base questions with each candidate. Behavior description interviewing involves asking candidates to describe their behaviors in past situations related to the job expectations of the current position. Currency and longevity of the desired behaviors serve can serve as predictors of future behavior. The selection interview should also include a 20 to 30 minute teaching simulation. The candidates should teach on the same topic, and should have at least a week to prepare the simulation. Finally, the selection interviewers should ask candidates to assess an example of student performance to ensure that candidate methods and standards are consistent with those of the institution. (PAA)

ED 354 047 JC 930 087

Salary Survey Report for the Illinois Public Community Colleges, Fall 1992.
PUB DATE- Feb 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Comparative Analysis; Educational Finance; Faculty Workload; Full Time Faculty; Part Time Faculty; Public Colleges; School Personnel; State Surveys; *Teacher Employment Benefits; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

Through its annual salary survey, the Illinois Community College Board gathers data about compensation received by employees in the 50 public community colleges in the state. This report contains data for fiscal year (FY) 1993 on contractual base salaries for full-time faculty; salary rates for part-time faculty, full-time faculty overload and summer term; salary schedules for full-time faculty with a master's degree; and institutional policies related to faculty salaries and contracts. Also, information is presented on contractual base salaries for non-teaching professional and administrative staff for FY 1993, salaries paid to selected administrators, a summary of FY 1993 monthly classified staff salaries, and FY 1992 fringe benefits for all full-time employees. Finally, the report provides FY 1993 mean percentage salary increases for all employees, the average total salary actually paid in FY 1992, and average salaries and increases from 1989 through 1993. Highlighted findings include the following: (1) FY 1992 average total salaries paid to full-time employees (including all overloads and compensation) were $48,951 for faculty, $49,978 for administrators, and $31,764 for other (non-teaching) professionals; (2) average contractual base salaries for FY 1993 were $44,065 for faculty, $50,801 for administrators, and $41,782 for other (non-teaching) professionals; and (3) FY 1993 salary rates per credit hour were $349 for part-time faculty, $478 for full-time faculty overload, and $546 for full-time faculty summer term. Detailed data tables with comparative information for the different institutions in the system are provided. (PAA)

PUB DATE- Jul 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *At Risk Persons; Children; *Child Support; Court Role; Father Attitudes; Government Role; Job Training; Mother Attitudes; *Parent Attitudes; Parent Child Relationship; *Parent Responsibility; *Parents; *Unemployment
IDENTIFIERS- *Family Support Act 1988; Maryland (Baltimore); Michigan (Grand Rapids); New York (New York)

This report explores the circumstances and opinions of 71 parents from Baltimore, Maryland), Grand Rapids (Michigan), and New York City who were interviewed as part of a project aimed at increasing the employment opportunities and earnings of disadvantaged fathers, and the amount of the fathers' child support payments. This project, the Parents' Fair Share Demonstration (PFS), uses a combination of job training, personal support, and incentives to provide opportunities for out-of-work fathers whose children receive public assistance to better fulfill their parental roles, especially their role as provider. The PFS project grew out of a provision of the Family Support Act of 1988, which authorized a small-scale effort to help noncustodial parents who are unable to pay child support because they are unemployed. The overall purpose of the interviews of parents was to learn what noncustodial parents think about their roles and responsibilities, and about the public institutions that enforce child support obligations. The document has three main sections which report on the interviews in the three cities. Each section includes an explanation of the interview methodology, excerpts from the interviews, and a discussion of the implications of the parents' attitudes for PFS. An appendix provides a brief explanation of the background and goals of the PFS project. (MDM)

ED 354 065 PS 021 022

Cooper, Renatta M.
The Impact of Child Care on the Socialization of African American Children. Pacific Oaks Occasional Papers.
PUB DATE- Oct 91
NOTE- 22p.; Paper presented at the National Black Child Development Institute Conference (St. Louis, MO, October 23-25, 1991) and at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 12-15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biculturalism; Black Culture; Black Family; *Black Youth; Cultural Awareness; *Day Care; Early Childhood Education; Educational Environment; *Hidden Curriculum; *Multicultural Education; *Socialization; Whites
IDENTIFIERS- African Americans

This paper discusses some of the factors that impede or assist in the socialization process of African-American children in day care centers and in elementary schools. It is maintained that most child care and school environments support the hegemonic dominance of European-American culture and values, while discouraging the culture and values of African-American children. The majority of the paper addresses the biculturation process and key cultural components that should be part of any program striving to serve African-American children. The "Seven day care centers in northern and central Italy were rated of higher quality than those in southern Italy and the islands (namely Sicily and Sardinia), mainly because regions in the north and center tended to have particularly efficient management and organized training courses for their staff. Significant qualitative differences between centers within a given region were also discovered. It is recommended that more attention be placed on both the professional and inservice training of child care providers to help improve the quality of day care centers. (MDM)

ED 354 085 PS 021 118

Gariboldi, Antonio; Livraghi, Paola
Quality of Care: Local Variations.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Class Organization; Classroom Environment; Classroom Observation Techniques; *Day Care Centers; *Educational Quality; Foreign Countries; Infants; Preschool Education; Program Descriptions; *Program Design; Questionnaires; Toddlers
IDENTIFIERS- *Caregiver Role; *Italy (Pavia)

Conducted in 1991, this study surveyed the quality of day care centers in the province of Pavia, Italy, in order to provide a description of the centers and to trace educational patterns in the infant, young toddler, and toddler sections of the centers. The 32 day care centers located in the province employ a staff of 342 and provide 1,700 places for toddlers and infants. Questionnaires were administered to caregivers in each center. Most centers were organized in three sections, based on children's age. Two patterns of staff organization were: (1) the single role pattern, in which all staff carried out all tasks; and (2) the differentiated roles pattern, in which educational tasks were separated from service tasks. Analysis of questionnaire responses revealed that centers in townships with populations over 30,000 provided a higher quality of care than other centers, and that caregivers in the centers that provided higher quality care had continuous opportunities for in-service training and clearly identified duties. Analysis also showed two basic educational patterns in the day care centers. These were a maternal pattern, centering on the physical needs of the child, and a structured pattern, providing activities and experiences that focused on intellectual learning and the acquisition of social norms. Findings suggested that day care centers in Pavia need a clear social policy to coordinate initiatives in different townships and promote collaboration and exchange between centers. (MM)

ED 354 086 PS 021 135

Donate-Bartfield, Evelyn L.; Passman, Richard H.
Security Blankets and Children's Security of Attachment to Their Mothers.
PUB DATE- 15 Aug 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

NOTE- 99p.; For companion handbook, see PS 021 177.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; Comparative Analysis; *Curriculum Design; *Curriculum Evaluation; Curriculum Problems; Early Childhood Education; Educational Media; *Family Day Care; Instructional Materials; Professional Training; *Training Methods
IDENTIFIERS- *Caregiver Training; Project Head Start; *Training Materials

This report analyzes the following 10 curricula for training programs for family child care providers: (1) Child Care, a family day home care provider program developed by Texas A&M's Agricultural Extension Service; (2) the Family Day Care Education Series, a coordinated resource manual and independent study course, the Active Learning Series, and "Raising America's Children," a television series (all developed by the Frank Porter Graham Child Development Center); (3) The Creative Curriculum for Family Child Care, developed under a Head Start grant; (4) the Cornell Family Matters Project; (5) the High/Scope approach to teacher training; (6) Better Baby Care, a book and training course developed in part by the Children's Foundation; (7) Second Helping, an advanced enrichment course for family child care providers; (8) Helping Children Love Themselves and Others--a professional handbook for family day care developed by the Children's Foundation; (9) the Anti-Bias Curriculum and accompanying videotape; and (10) Systematic Training for Effective Parenting (STEP), a parent handbook and teacher's version available in English and Spanish. The 10 programs are evaluated across 12 categories, which are a combination of categories used by the National Association for Family Day Care (NAFDC) Accreditation and the Child Development Associate (CDA) Credential. These categories include health, safety, nutrition, play environment, emotional development, social development, cognitive development, physical development, creative development, working with parents, policies and procedures, and advocacy. A list of the curricula and ordering information are included. (Contains over 30 references to materials and organizations.) (MM)

ED 354 105 PS 021 177

Modigliani, Kathy; Dunleavey, M. P.
Assessing the Quality of Family Child Care: A Comparison of Five Instruments.
SPONS. AGENCY- Bank Street Coll. of Education, New York, N.Y.; Target Stores/Dayton Hudson Corp.
PUB DATE- 90
NOTE- 53p.; For companion handbook, see PS 021 176.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Comparative Analysis; Early Childhood Education; *Evaluation Criteria; *Evaluation Methods; *Family Day Care; *Measurement Techniques; Program Content; *Program Evaluation; Quality Control; *Rating Scales;

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Camping; *Child Abuse; *Child Caregivers; Child Neglect; Legal Responsibility; *Personnel Selection; *Prevention; Psychological Characteristics; *Sexual Abuse; Training

This guidebook provides specific information about child abuse to recreational staff, camp staff, childcare workers, and others who provide programs and services for minors. Part I describes the prevalence and causes of physical abuse, sexual abuse, emotional abuse, and neglect; outlines physical and behavioral indicators that can alert staff members to the possibility of abuse; and discusses state mandatory reporting laws and requirements. Part II discusses what to do when child abuse is discovered or suspected, typical reactions of victims of abuse, and practical suggestions for working with abused children. Part III outlines characteristics of potential abusers and sex offenders; provides guidelines for staff selection and training; discusses precautions and prevention for directors, staff members, and children; and describes documentation policies and procedures. This book contains 54 references and suggested readings. Appendices contain sample forms, a sample child abuse law, audiovisual resources, organizational and support-group resources, case histories, checklists of abuse indicators and effects, handouts for children, and summaries of prevention information. An index is included. (SV)

ED 354 125 RC 018 963

State Plan for Migrant Education Program of Kentucky of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. FY 1993-95. School Years 1992-93 through 1994-95.
PUB DATE- 92
NOTE- 111p.; Small, broken type in federal forms may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Coordination; Elementary Secondary Education; Federal Aid; *Migrant Education; *Migrant Programs; Parent Participation; Program Development; Program Evaluation; Program Implementation; Program Improvement; School Health Services; *State Programs; Statewide Planning; Student Evaluation; Student Recruitment
IDENTIFIERS- Elementary Secondary Education Act Title I; *Kentucky

This plan for continuing migrant-education programs in Kentucky was submitted as the state's 1992 application for a grant under Chapter 1, Title I of the federal Elementary and Secondary Education Improvement Act (1965). The document discusses state plans and projections for continuing migrant-education programs from FY 1993 to 1995. The following topics are discussed: (1) a statewide needs assessment, including a FY 1991 performance report; (2) proposed objectives, activities, and evaluation procedures; (3) measuring statewide student performance and program improvement; (4) student identification and recruitment; (5) ages and migrant status of children to be served; (6) location of planned projects; (7) services to private school children; (8) coordination with other programs; (9) coordination with other states; (10) parental or application of the approach. (MCO)

ED 354 144 SE 052 940

Rivard, Leonard; Yore, Larry D.
Review of Reading Comprehension Instruction: 1985-1991.
PUB DATE- 92
NOTE- 73p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Content Area Reading; Elementary Secondary Education; Foreign Countries; Higher Education; Literature Reviews; *Reader Text Relationship; *Reading Comprehension; Reading Instruction; Reading Research; Science Education; Science Instruction; *Science Materials; Textbook Content
IDENTIFIERS- Process Skills

The purpose of this paper is to update the review of science-related reading research conducted by Yore and Shymansky (1985) and to provide a current research foundation for a science reading research agenda. This review emphasizes the post-1985 literature and selected pre-1985 literature not included in the earlier summary. This summary addresses the interactive-constructive model of reading, the science reader, textbooks in science teaching, comprehension instruction, and future directions. The conclusions drawn from the review indicate that existing school programs do little to help students comprehend science text and that some comprehension strategies for expository text respond positively to explicit instruction. Much of the research reviewed disregarded the unique attributes of science, scientific language, context, and conceptual change. A major shortcoming of current research is the definition and assessment of comprehension. Greater effort is required to measure knowledge constructions, meaningful learning, and implicit comprehension over a period of time. The use of think-alouds, structured interview protocols, concept maps, two-part objective questions, and performance tasks have potential application in science reading research. (Contains over 100 references.) (PR)

ED 354 145 SE 052 941

Radford, David L.; And Others
A Preliminary Assessment of Science Process Skills Achievement of Preservice Elementary Teachers.
PUB DATE- 92
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Majors; Elementary Education; Higher Education; Preservice Teacher Education; Process Education; *Science Education; Science Teachers; Scientific Attitudes; *Skills; *Student Attitudes
IDENTIFIERS- Hands on Science Activities; Preservice Teachers;

destruction of wetlands, the costs of wetland destruction, and laws related to wetlands. A section titled "glossary" contains detailed information on the physical characteristics of freshwater wetlands. It includes discussion about the water cycle, general definition for wetland, wetland classifications, wetland geology, and characteristics. (Contains 6 references.) (MCO)

ED 354 164 SO 019 304

Padua, Jorge
Education, Industrialization and Technical Progress in Mexico. IIEP Research Report No. 6.
PUB DATE- 86
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Developing Nations; *Developmental Programs; *Economic Development; Educational Change; *Educational Development; Educational Planning; Foreign Countries; *Industrialization; International Programs; Technical Education; Technological Advancement; Training
IDENTIFIERS- *Mexico

This report attempts to analyze the contributions of the educational system and job training programs to industrialization and technical progress in the Conubal zone of the Lower Balsas River of Mexico. The first of the study's three sections consists of two chapters that provide general background. Chapter 1, "Theories of Development and the Role of Education in Progress," presents perspectives on the role of education according to distinct concepts of development, as well as mechanisms of action favoring technical progress and innovation. Chapter 2, "The Educational System in Mexico," describes the structural characteristics of the system, its evolution and the place of technical education in the general program of the government. Comprised of five chapters, the second section of the study deals specifically with the Conubal zone of the Lower Balsas River. Chapter 3, "Industrial Development," analyzes the present characteristics of the production structure in the zone, as well as its assumed development strategy. Chapter 4, "Agrarian Structures in the Conurbation," looks at the general characteristics of rural areas in two subregions (coastal and mountain), the uses of soil, units and types of production, technology, organization of the work, use of credits, and trade. Chapter 5, "Population Structure and Dynamics of the Population," describes the evolution of the populations of the five municipalities that constitute the Conubal zone, with special reference to trends in urbanization, the composition of the economically active population and its composition by age and sex over the period 1930-1980. Chapter 6, "The Formal Education System," analyzes the situation previous to the expansion of the poles of development and the dynamics introduced by the emergence of industry and tourism. Chapter 7, "The Micro-region of Lazaro Cardenas: Estimates of Human Resource Demand," concludes the second section, with calculations of the various human resource demands generated by the industrial activities of this region. The third and final section of the report, "General Summary and Conclusions," discusses the implications of analyses, theories and plans pertaining to the Zone, and proposes general suggestions for the design of an educational policy for the region, as well as unanswered questions that must be answered in future treatments of the subject. Numerous tables of data of expression, religion, search and seizure, possession of contraband, drug testing, personal appearance, and due process in the wake of suspension or expulsion. Leading cases and relevant statutes in the subject areas discussed are cited in chapter endnotes. (LBG)

ED 354 186   SO 022 692

Eiferman, Sharon
Prejudice, Pedagogy, and the Play: A Study of "The Merchant of Venice."
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anti Semitism; *Drama; *Ethnic Bias; Higher Education; *Majority Attitudes; Teaching Methods
IDENTIFIERS- *Merchant of Venice; Shakespeare (William)

There is little critical agreement on the meaning of Shakespeare's "The Merchant of Venice." One must confront the mindset of the play that systematically dehumanizes, stereotypes, excoriates, and seeks the extermination of one group on the grounds that their existence is repugnant to the controlling majority. Such a mindset is the philosophical and motivational basis for genocide. Most critics have taken little notice of either the prejudicial mindset or Shakespeare's dissent. Does ignoring the primary issue of the play suggests subtle support for the view that does not countenance the outsider? The challenge both for teachers and students of the play is to strive to come to a better understanding of who they are, insider and outsider. It has been suggested that "The Merchant of Venice" and its author are anti-Semitic. The challenge of the reader is to see all of the anti-Jewish epithets in the play from both Elizabethan and contemporary perspectives. In the play's trial scene, the reader faces perhaps the most dangerous caricature of all. There appears to be a conflict between justice, represented by Shylock, and mercy, represented by the Christians. In reality, it is not at all clear who is the victim and who is the victimizer. Those who teach the play must insist that students explore society's intolerance of the individual. If an instructor feels willing and able to tackle the philosophical complexity of the play, education on many levels is a real possibility. At that point, prejudice can be challenged and perhaps even overcome. (LBG)

ED 354 187   SO 022 699

Morbey, Mary Leigh
Implications of Gendered Technology for Art Education: The Case Study of a Male Drawing Machine.
PUB DATE- 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Artificial Intelligence; Case Studies; Cognitive Processes; Computer Graphics; *Computer

Eurocentric, while Europe virtually was absent from textbook discussion of the postwar period. Many of the books did not question the ideological indebtedness of the United States to Western Europe, treated Europe as a collection of individual states rather than a region, and took the "great men" approach to history. The textbooks often treated the two German postwar states as mere satellites of the East and West and the modern unified German nation as technologically advanced but somehow threatening. The study recommended greater coverage of postwar Europe and increased attention to social history. With regard to Germany, the study called for an emphasis on recent developments, historical traditions, technological prowess, and updated information on World War II. An executive summary and bibliography listing the 16 textbooks analyzed in the study along with 51 references are included. (LBG)

ED 354 208   SO 022 918

Clark, Gilbert; Maher, Kevina
Contemporary Materials for Teaching New Aspects of Art Education. A Resources Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aesthetic Values; Annotated Bibliographies; *Art Criticism; *Art Education; Elementary Secondary Education; *Instructional Materials

This document is an annotated bibliography of currently available instructional materials and resources for use in art education. As teachers strive to implement new emphases on content and learning experiences related to newer aspects of art education such as aesthetics, art criticism, and art history, as well as creative art experiences, they are asking many questions concerning what kinds of instructional resources they can use to enrich existing creative arts or art production curricula. This book has been designed to help students, teachers, and others concerned with art education at all levels select and use the materials advocated by proponents of newer forms of art education, including discipline-based art education. Approximately half of the document consists of art-related citations from the ERIC database which are subdivided by current documents, journal, articles, and units and lessons in journals. Information in the report includes examples of curricula; museum, teacher, and student kits; art reproductions; audio-visual materials; games; posters; and time lines. Information for each item cited includes the title, name and address of producer, publication date, appropriate grade level, format (e.g., slides, card set, etc.), an abstract describing the content, and related resources. The report presents an introduction to ERIC, an explanation of documents available from ERIC, and information about ordering ERIC documents. (LBG)

ED 354 209   SO 022 922

Patrick, John J.
Prominent Places for Historic Places in the K-12 Social Studies Curriculum of the 1990's.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Cooperating Teachers; Educational Practices; Elementary Secondary Education; Guidelines; Higher Education; Institutional Mission; Practicums; Preservice Teacher Education; *Principals; Qualifications; Role Perception; Special Education; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods
IDENTIFIERS- *Whitworth College WA

This manual is intended to serve as a basic guide for the partners in the Whitworth College (Washington) student teaching program--the student teacher, the cooperating teacher, the college supervisor, and the building administrator. It contains basic information about the education program, serves as a general reference for practicum procedures, and offers suggestions for practice grounded in theory and research. The objectives and mission of the student teaching program are stated; qualifications, roles and responsibilities of student teachers and mentoring personnel are described; and policies, procedures, and criteria for successful completion of the student teaching practicum are included. The handbook is divided into four sections as follows: (1) Professional Preparation; (2) Participants in Practicum; (3) Program Policies and Procedures; and (4) Forms and Addenda, which provides: (1) a sample Whitworth College lesson plan format; (2) an application form for student teaching; (3) cooperating teacher and student teacher guidelines for the elementary, secondary, and special education levels; and (4) a sample student teaching progress report. (Contains 18 references.) (LL)

ED 354 228 SP 034 313

Lockledge, Ann; Hayn, Judith A.
Preparing Teachers for Open Response Testing.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Constructed Response; *Content Validity; Elementary Secondary Education; Essay Tests; Inservice Teacher Education; Multiple Choice Tests; *Questioning Techniques; Standardized Tests; *Student Evaluation; *Teacher Workshops; Test Format
IDENTIFIERS- *Open Ended Questions; *Question and Answer Exercises; Question Answering; Question Types

This paper describes a workshop designed to lead teachers toward the use of open ended response questions rather than multiple choice items. The rationale was based on the assumption that assessment will become more authentic because it will measure depth of understanding and deal with both content and process. Authentic assessment is defined as an alternative to traditional multiple-choice standardized achievement tests involving direct examination of student performance on significant tasks that would be relevant to life outside of school. The focus of the workshop described was on participants constructing questions based on a group of generic questions or formulas into which the teacher could insert his or her own content. Workshop participants were then asked to write answers to the questions they had prepared and to construct an appropriate rubric. Three handouts guiding the workshop (Using Generic Open-Ended Response Questions, Let's Practice Writing attitudes toward mainstreaming. A fourth appendix provides examples of items from response choice questionnaires. (SLD)

ED 354 247 TM 019 460

Moore, Charlene; Earl, Lorna
Elementary CRDI Needs Assessment--Focused Interviews with School-Based Curriculum Management Teams (90/91).
PUB DATE- Mar 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Curriculum Development; Curriculum Evaluation; Educational Planning; Elementary Education; Elementary Schools; Foreign Countries; *Interviews; *Management Teams; *Needs Assessment; *Principals; *School Based Management
IDENTIFIERS- *Curriculum Review Development and Implementation; Scarborough Board of Education ON

The Scarborough (Ontario, Canada) Board of Education's Curriculum Review, Development, and Implementation (CRDI) model employs school improvement teams known as Curriculum Management Teams to design and coordinate school Curriculum Management Plans. Focused interviews were conducted in 1988-89 with all of the secondary schools in Scarborough to provide the CRDI committee with a picture of their CRDI initiatives. In 1991, the interview process was repeated for the 138 elementary schools using 25 pairs of interviewers. The status of various Program Development Curriculum Implementation Projects was determined. Almost one-third of the schools would have made changes in planning and implementation if they could have started the projects over. The status of other curriculum initiatives was studied, and schools were asked how involved they were in school-based curriculum management. Almost all of the schools (88%) have a team dealing with curriculum matters, and 63% have a curriculum management plan. Future directions the schools would like to take are listed. Appendixes include: (1) the focused interview preamble; (2) interview questions; (3) 40 tables of survey results; (4) a list of human resources that schools use; (5) a list of material resources that schools use; and (6) a memorandum to the principals introducing the survey. (SLD)

ED 354 248 TM 019 461

Calvery, Robert; And Others
The Difference in Achievement between Home Schooled and Public Schooled Students for Grades Four, Seven, and Ten in Arkansas.
PUB DATE- Nov 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Testing; *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; *High School Students; *Home Schooling; Language Tests; Mathematics Tests; Nontraditional Education; *Public Schools; Reading Tests; Science Tests; Scores; Social Studies; *Standardized Tests
IDENTIFIERS- *Arkansas; MAT 6

responses from those in the administrator's unit were developed. The survey has been pilot tested twice and is close to being finalized, but the process for responding to the survey is far from finalized. The current performance review process begins with a written self-assessment by the administrator. Several items from the feedback survey comprise part of the self-assessment, which is used by the supervisor as the basis of the performance review. The pilot survey in May 1992 included 1,272 surveys rating 192 administrators. A factor analysis was conducted based on 1,038 of these responses. Results indicate that respondents view the job of administration as multifaceted. Respondents were more likely to be comfortable in providing ratings for areas where they had the most direct observation. Major issues in the evolving process of using feedback are described. Five tables present study data. Two appendixes contain the administrator excellence at Miami-Dade County (Florida) Community College summary statements and the survey cover letter. The 31-item feedback survey is included. (SLD)

ED 354 266 TM 019 551

Herman, Joan
Fostering Collaboration. Annual Report of Network Activities. Project 1.1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Educational Assessment; Educational Cooperation; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; *Networks; *Research and Development; Shared Resources and Services; Test Construction
IDENTIFIERS- Alternative Assessment; *Center for Research on Eval Standards Stu Test CA; *Performance Based Evaluation

This report summarizes a variety of major collaborations in which the Center for Research on Evaluation, Standards, and Student Testing (CRESST) of the University of California at Los Angeles participated in Fiscal Year 1992. Most of the collaborations are part of the CRESST's Program One, "Building the Infrastructure for Improved Assessment." These ventures have included establishing and maintaining several networks for development and improvement of assessment, such as the Science-Math Alternative Assessment Network, and participating in networks established by other organizations to support innovation in assessment. The CRESST has participated in national boards and commissions to promote dialogue in practitioner and research communities, and has collaborated in several state and district assessment programs. Attachments include: (1) a 71-item list of CRESST collaborations with agencies; and (2) the agenda from the 1992 CRESST conference "What Works in Performance Assessment," which contains abstracts of 54 conference presentations. (SLD)

ED 354 267 TM 019 552

Spar, Michael A.; And Others
Projections of Educational Statistics to 2011. Virginia

*Mentors; *Pilot Projects; Program Effectiveness; Program Evaluation; Program Implementation; Public Agencies; Recruitment; Residential Institutions; Urban Youth

IDENTIFIERS- *Adjudicated Youth; Georgia (Atlanta); Missouri (Saint Louis); *Protege Mentor Relationship

As part of a larger study to examine the usefulness of mentoring as an intervention serving at-risk youth, this study evaluated the implementation of two pilot programs in Saint Louis (Missouri) and Atlanta (Georgia). Both programs were at public agencies aiming to operate large-scale mentoring programs to serve adjudicated youth between the ages of 12 to 17 years. Mentor pairs were to meet for several hours each week with ongoing training and support offered to both mentors and students. The evaluation analyzed how and the extent to which the public agencies at the two sites were able to implement the program model. Evaluation of the programs in their implementation stage found that: (1) with concerted effort, modest numbers of adults can be recruited to mentor adjudicated juveniles, although attracting adults aged 55 years and over is more difficult; (2) mentors and youth will not meet regularly and are not likely to develop relationships without ongoing support of a well-structured mentoring program; (3) at residential program sites, it is possible for juvenile justice agencies to operate well-structured mentoring programs with a major infusion of new resources; and (4) interviews with mentors, youth, and agency staff indicate satisfaction with mentoring programs operated at residential facilities. Fourteen references and five tables are included. (JB)

ED 354 285 UD 029 041

Tierney, Joseph P.; Branch, Alvia Y.

College Students as Mentors for At-Risk Youth: A Study of Six Campus Partners in Learning Programs.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Commonwealth Fund, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.

PUB DATE- Dec 92

NOTE- 105p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adolescents; *At Risk Persons; *College Students; Disadvantaged Youth; Helping Relationship; Higher Education; Interpersonal Relationship; Interviews; *Mentors; Minority Group Children; Program Descriptions; Program Design; Program Effectiveness; Program Implementation; Recruitment; Surveys

IDENTIFIERS- Boston University MA; Connecticut College; Georgetown University DC; *Partners in Learning; *Protege Mentor Relationship; West Virginia Wesleyan College; Xavier University of Louisiana

This study examined the operating characteristics of six Campus Partners in Learning programs, which team college and university students as mentors with teenagers and younger youth. The project involved four separate but closely interrelated studies: (1) an implementation study; (2) a relationship formation study; (3) an outcomes study that investigated the benefits to both parties in the mentor pair; and (4) a survey of college students. These studies were conducted at Boston University (Massachusetts); Connecticut College (New London); Georgetown University (District of Columbia); Porterville Community College (California); West Virginia Wesleyan College (Buckhannon); and Xavier University teachers involved in the participatory approach to ESL classroom instruction. Introductory notes by Lee Hewitt cite the participatory approach as the most compelling method for teaching ESL adult learners. The "teaching stories" presented in this volume are as follows: "Social Issues in the Classroom" (Lucille Fandel) about housing, substance abuse prevention, and talking to social workers; "Talking about AIDS" (Kathy Brucker) about student concerns and reactions, women and AIDS, teaching issues, other issues, and AIDS information resources; "Reel to Real: Using Videos in the Participatory Classroom" (Maria E. Gonzalez); "Skits, Videos, and Conflicts" (Kathy Brucker); "Hopes, Dreams, and Memories: Making Meaning through Poetry and Stories" (Lee Hewitt); and "Using Evaluation Tools as Codes" (Kathy Brucker). (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 353 857   FL 800 575

Welcome to Our World. A Book of Writings by and for Students and Their Tutors.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Adult Education.
PUB DATE- 91
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adult Literacy; Adults; Classroom Techniques; Limited English Speaking; *Literacy Education; *Student Centered Curriculum; Student Interests; *Tutors; Volunteers; *Writing Exercises; Written Language
IDENTIFIERS- Connecticut (Hartford)

A book of writings by adult students in the Hartford, Connecticut, area is presented. The book represents a celebration of the students and their tutors, whose writings about the students' work are also included. For many of the writings, the prompt is provided as an aid to other teachers who may want to talk and write about similar subjects. Students and tutors worked together to talk about stories and poems, lives, and goals; they then wrote their responses and tutors helped them with spelling and punctuation. As little editing as possible was done prior to production of this book. The writings include the following: "Welcome to My World"; "Coming to America, Remembering Our Homelands"; "Our Families, Ourselves"; "Reading, Writing, Learning, Teaching"; "We Worship, We Celebrate"; "Partnerships"; and "Thanks to Literacy Volunteers." The final selection, "Tutor Talk," offers suggestions for working with these learner-generated materials, including ideas for writing projects. Appended are several selections for new readers, such as a summary of a Langston Hughes' story, and other student writing samples. (LB) (Adjunct ERIC Clearinghouse on Literacy Education) monitoring campus utility budgets and promoting energy awareness. The study proceeded primarily through a review of 112 energy audits that were conducted at SUNY campuses in 1989 and 1990 and analysis of energy consumption at SUNY's State-operated campuses over a 10-year period. In addition, the study investigators reviewed selected records, visited seven colleges and universities, and interviewed officials at SUNY Central Administration. The researchers found that if recommendations made by the energy audits were implemented, campus energy costs could be reduced by at least $4.6 million annually. However, they also found that no action had been taken by SUNY to address any of the energy audit recommendations. Other findings were: (1) that consumption was particularly high at three campuses where consumption was between 123 and 335 percent more per square foot that other campuses and that these campuses together accounted for more than 27 percent of SUNY's total energy costs during the year ending March 31, 1990; and (2) that campuses with higher rates of energy consumption received far less in conservation funding than campuses with lower consumption. Appendixes list report contributors, and contain the response of SUNY officials to the report recommendations and the State Comptroller's notes to SUNY's response. (JB)

Augustine's Seminary, University of St. Michael's College, University of Trinity College, Victoria University, Wycliffe College, Conrad Grebel College, Renison College, University of St. Jerome's College, St. Paul's United College, Brescia College, Huron College, King's College & St. Peter's Seminary, Waterloo Lutheran Seminary, and Dominican College. Statistical tables comprise the entire document. (JB)

ED 353 896 HE 026 154

Financial Report of Ontario Universities 1991-92, Volume III-Physical Plant Operating Expenses.

PUB DATE- Dec 92

NOTE- 80p.; For volumes 1 and 2, see HE 026 152-153.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)

DESCRIPTORS- Data Analysis; Data Collection; Educational Equipment; *Educational Facilities; *Expenditures; Foreign Countries; Higher Education; *Income; *Operating Expenses; *Resource Allocation; School Accounting; State Government; Tables (Data); *Universities

IDENTIFIERS- *Ontario

This report provides an analysis of the physical plant costs, by major functional area and object of expense, as reported in the operating fund of each university in Ontario, Canada. The report begins with a brief introduction; a description of the principles governing the reporting process; and definitions and explanatory comment on the physical plant administration, building maintenance, custodial services, utilities, landscape and grounds maintenance, and security and traffic. Definitions of objects of expense, such as salaries, benefits, operating expenses, etc. are also provided. Summary tables then follow providing information on utility and other costs, amount of space by major function, and the average annual unit cost of utilities. Finally, summary statements present data in the following areas: (1) Physical Plant Operating Expense by Function and Object of Expense; (2) Physical Plant Operating Expenses by Function and Institution; (3) Physical Plant Operating Expense by Institution and Object of Expense; (4) Breakdown of Utilities Physical Plant Operating Expenses by Institution; (5) Gross Square Meters and Utilities Rates by Institution; and (6) Unit Costs of Physical Plant Operating Expense by Institution. A final section offers summary forms prepared by the individual institutions. (JB)

IDENTIFIERS- *ERASMUS Programme; *European Community

This report presents results from one of several research studies involving the European Community Action Scheme for the Mobility of University Students (ERASMUS), one of the inter-university cooperation programs initiated by the Commission of European Communities. It is noted that ERASMUS, as well as the other inter-university cooperation programs, are beginning to produce relevant side effects, in as far as they have created the first laboratory of European Higher Education and have provided a unique number of documents for educational research and comparative studies in education. This report is part of the monitoring and evaluation phase and represents nearly the entire final report of an evaluation of the ERASMUS programs in the fields of Business Administration, Chemistry, and History. Within the framework of the evaluation of ERASMUS programs, the report presents findings concerning: (1) the arrangements of credit transfer and academic recognition, (2) curriculum interaction and adaptation, and (3) modification of teaching approaches. Additionally, a comparative evaluation of the programs as well as conclusions and recommendations are provided. The appendix provides data and other information on the research and the questionnaire. (GLR)

student characteristics, faculty characteristics, admissions, course methods, and placement. Two examples illustrate continuing education programs: first, the educational activities of the National Research Council and, second, the Bocconi University post graduate program. A final section offers conclusions. Additional data are provided in appended tables and graphs. (JB)

ED 353 935   HE 026 196

Kaneko, Motohisa
Higher Education and Employment: The Changing Relationship. Recent Developments in Continuing Professional Education. Country Study: Japan.
PUB DATE- 92
NOTE- 59p.; For related documents, see HE 026 190-201.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Demand; *Educational Trends; *Education Work Relationship; Foreign Countries; Government Role; Higher Education; *Professional Continuing Education; School Business Relationship; Social Change; Universities
IDENTIFIERS- *Japan

This report, one of a series of country studies on higher education and employment, particularly in continuing professional education, looks at recent developments in Japan. The first of five sections defines the scope of continuing professional education in the context of Japanese economy and society, and sets forth a theoretical framework for analyzing its structure. This covers modes of continuing education, and the Japanese model of employment and training. Section 2 summarizes various forms of employed college graduate training in business firms and government agencies which can be classified into initial training programs, mid-career training and self-development plans. Section 3 looks at the challenges to in-firm training: technological change, the shift in the role of college graduates in firms and the erosion of lifetime employment. Section 4 discusses recent changes in higher education institutions to facilitate continuing graduate education. A final section recaps the analysis of the Japanese system which continues to be based on the corporate model of in-firm, task specific training while economic and social changes are bringing change to this pattern. Appended are 7 tables of data and a 17-item bibliography. (JB) governance, and policies; and the effects of these programs on teaching and learning. (ALF)

ED 353 954 IR 015 913

Gratch, Jonathan; DeJong, Gerald
An Analysis of Learning To Plan as a Search Problem.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 92
NOTE- 19p.; For related reports, see IR 015 914-915.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; *Computer System Design; Evaluation Methods; *Learning Strategies; *Planning; Problem Solving; *Search Strategies; Systems Development
IDENTIFIERS- *Empirical Research; Machine Learning

Increasingly, machine learning is entertained as a mechanism for improving the efficiency of planning systems. Research in this area has generated an impressive battery of techniques and a growing body of empirical successes. Unfortunately the formal properties of these systems are not well understood. This is highlighted by a growing corpus of demonstrations where learning actually degrades planning performance. In this paper we view learning to plan as a search problem. Learning is seen as a transformational process where a planner is tailored to a particular domain and problem distribution. To accomplish this task, learning systems draw from a vocabulary of transformation operators such as macro-operators or control rules. These "learning operators" define a space of possible transformations through which a system must search for an efficient planner. This study shows that the complexity of this search precludes a general solution and can only be approached via simplifications. (Frequently unarticulated commitments which underlie current learning approaches are illustrated.) These simplifications improve learning efficiency but not without tradeoffs. In some cases these tradeoffs result in less than optimal behavior. In others, they produce planners which become worse through learning. It is hoped that by articulating these commitments we can better understand their ramifications can be better understood. Finally, a particular learning technique--COMPOSER--is discussed which explicitly utilizes these simplifications to ensure performance improvements with reasonable efficiency. (Contains 34 references.) (Author/ALF) education. (ALF)

ED 353 975   IR 015 938

Burnheim, Robert; Floyd, Anne
Resource-Based Teaching and Learning; A Workshop.
PUB DATE- Nov 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *Cognitive Processes; *Competency Based Education; Curriculum Development; *Educational Strategies; *Flexible Progression; Foreign Countries; Information Retrieval; *Learning Strategies; Postsecondary Education; Research Skills; Workshops
IDENTIFIERS- *Information Skills; *Resource Based Learning

This guide for a workshop offered in Queensland, Australia on resource-based teaching and learning strategies for flexible delivery of curriculum lists workshop objectives and program topics and provides background on the presenters. The following program topics are then discussed in more detail: (1) definitions, requirements, and advantages of resource-based teaching and learning; (2) flexible delivery in a business setting, within the classroom, or through individual study; (3) the impact of competency-based training curriculum on the teaching process; (4) competencies for information users; (5) information retrieval and research skills; (6) planning for resource-based teaching and learning; and (7) top level structure, i.e., a strategy for identification of the structures that an author has used in constructing a text so the learner can decompose the information. Supplemental materials include worksheets for various information retrieval activities, a chart of key competency strand/performance level, a diagram of Bloom and Krathwohl taxonomies of cognitive processes, a table of application of Bloom's Taxonomy of Cognitive Processes, and a checklist for planning library assignments. (ALF)

describes the program, its mission, services available, and employee responsibilities; (2) Records in Perspective, which describes what a record is, why government records are important, and what records are confidential; (3) Records Retention Schedule, which covers steps in setting up a schedule, inventorying materials, determining value, and using the schedule; (4) Transferring Records, to the Records Center, which includes deciding which records to transfer, packaging, transfer lists, and folder listings and retrieval aids; (5) Retrieving Records from the Records Center, which discusses ownership, access, and retrieval by file or box; (6) Disposition, which addresses when to destroy records; (7) State Archives, which describes the function of the archives, which records to send to the archives, what happens to archived records, and rules for the use of archival materials; (8) Vital Records, which covers how to identify, appraise and protect vital records; and (9) Micrographics, which discusses which records to microfilm, legal acceptability, formats, hardware, storage conditions, and other issues. The state's general administrative records retention schedule, a vital records checklist, file cabinet operating cost worksheet, file management tips, a record storage contract fee schedule, a document reproduction fee schedule, a publications listing, and a 12-item bibliography are appended. A glossary is also included. (KRN)

the educational systems studied, the desired relation between general education and professional training, and the dialectic that exists between awareness of a system and the ability to control its development. A bibliography of approximately 300 items in both French and English is included. (AC)

ED 354 031 JC 930 071

Cipres, Elizabeth L.; Parish, Cynthia L.
Transfer and Articulation: Gaining Institutional Support and Developing Regional Relationships.
PUB DATE- Feb 93
NOTE- 13p.; Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (2nd, Phoenix, AZ, February 17-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Articulation (Education); College Planning; College Transfer Students; Community Colleges; *Educational Policy; Higher Education; *Intercollegiate Cooperation; Program Costs; Program Development; *Transfer Policy; Two Year Colleges; Two Year College Students
IDENTIFIERS- Mount San Antonio College CA

At Mount San Antonio College (MSAC) in Walnut, California, a full-time classified position of Articulation Specialist was created in 1989 to help the college's articulation officer establish the necessary articulation agreements for facilitating the transfer of MSAC students to four-year institutions. In addition, articulation officers from the 13 community colleges in MSAC's region meet on a monthly basis to discuss current articulation efforts, and two- and four-year college articulation representatives from the region meet at least two times each semester. The MSAC Transfer Center, 1 of 20 state-funded pilot projects operated cooperatively with the University of California and the California State University, provides resources and services to assist students in formulating their transfer goals and developing a plan to achieve them. The Center coordinates university campus tours, transfer workshops, and offers walk-in educational advisement, and a catalog and video library for research. The five external factors which have the greatest impact on a college's articulation and transfer efforts, and which are generally beyond the control of the college are economics, student demographics (which impact allocations of outside funds), community involvement, the proximity of primary transfer institutions, and the financing structure and state policy. Internal factors which affect articulation and transfer efforts include college mission and goals, organizational structure, administrative environment, and district funding. Achieving and maintaining financial and administrative support constitute the greatest challenges facing a college's transfer and articulation efforts. (PAA)

ED 354 048 JC 930 088

Fiscal Year 1992 Unit Cost Report for the Illinois Public Community Colleges.
PUB DATE- Feb 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; Community Colleges; Comparative Analysis; *Educational Finance; Expenditure per Student; *Expenditures; *Full State Funding; *Program Costs; Public Colleges; Salaries; School District Spending; School Funds; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Used to determine grant rates for state financial support and as an accountability report to citizens, this unit cost report presents data for fiscal year (FY) 1992 on course offerings, enrollments and costs for Illinois public community colleges. Specifically, data are presented on midterm enrollments in student semester credit hours; costs for direct instructional salaries; direct departmental costs, such as contractual services, supplies, travel, and equipment; direct instructional equipment costs; and indirect costs in total dollar amounts. Highlighted findings include the following: (1) the average net instructional unit cost in the community colleges was $123.44, an increase of $1.70 from FY 1991; (2) the average full instructional unit cost was $129.24; (3) state average instructional costs per unit included direct salary costs of $47.83, direct department costs of $8.81, and direct equipment costs of $1.32; (4) state average support services costs per unit included academic administration and planning costs of $10.32, learning resources costs of $4.58, and student services costs of $11.52; (5) state average unit costs were $125.85 for Baccalaureate and General Academic programs, $134.11 for Business Occupational programs, and $99.67 for General Studies programs; and (6) public service expenditures decreased $1.9 million in FY 1992. Unit cost totals from FY 1986 through FY 1992, and comparative data for the different campuses in the Illinois system are provided. (PAA)

Black Family Dynamics," developed by Wade Nobles, are utilized to provide a structure for analyzing cultural components that may be taken for granted when children are socialized in a traditional family context, but which must be identified, represented, and respected by those providing child care and education to African-American children. These dynamics include an Elastic Family, Multiple Parenting, Strong Kinship Bonds, Role Flexibility, Work Orientation, Child Centeredness, and a Strong Religious Orientation. These seven dynamics need to be encouraged and made a part of every African-American child's socialization process. (MDM)

ED 354 066 PS 021 031

Eichman, Caroline; Nicholson, Pat
Insuring Your Future: Liability Insurance and Child Care.
PUB DATE- Jul 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; *Family Day Care; *Insurance; *Insurance Companies
IDENTIFIERS- Day Care Regulations; *Liability Insurance

This guide has been designed to furnish child care providers with information on what to look for when designing a liability insurance package and on the types of insurance policies available. It is intended to serve as a tool for those who need help developing and selecting child care insurance, and for those assessing whether their current policies are adequate. The guide discusses: (1) what liability insurance is; (2) liability insurance policy options; (3) steps to designing a liability insurance policy; (4) the responsibilities of the policyholder; and (5) practical applications of child care liability insurance. A directory of child care liability insurers is also provided, which gives the names, addresses, and telephone numbers of 25 insurers, as well as detailed descriptions of each company's liability policies. Three appendixes list state-imposed liability insurance requirements for child care providers, the addresses and telephone numbers of state child care licensing offices, and national organizations that can provide information on child care regulations and issues. (MDM)

DESCRIPTORS- *Attachment Behavior; *Mothers; *Parent Child Relationship; *Security (Psychology); *Separation Anxiety; Stranger Reactions; *Toddlers

IDENTIFIERS- Ainsworth Strange Situation Procedure; *Security Blankets

This study investigated the relations between toddlers' degree of attachment to their mothers and their development of an attachment to a security blanket. Seventy-four 18-month-olds were separated from their mothers three times; the third time the toddlers were left for 5 minutes in an unfamiliar playroom with their blanket and with a stranger. The children's response to their blankets, the amount of time they opted to stay in the playroom, and mothers' ratings of the children's attachment to their blankets were used to determine children's security of maternal attachment and level of attachment to a security blanket. Results showed no correlations between attachment to mother and the development of an attachment to a blanket. However, results did show a correlation between the time spent with the blanket in strange surroundings and the child's degrees of attachment to the mother and to the blanket. Blanket-attached, mother-avoidant children spent the most time with the blanket; blanket-indifferent, mother-attached children spent the least amount of time with blankets. The study indicated that attachments to blankets and to mothers originate independently. It is proposed that children use their attachment to blankets differently depending on the level of their attachment to their mothers. (ME)

Standards
IDENTIFIERS- CDA; CDA Competency Standards; Child Development Associate; Dallas Family Day Care Home Observation Instrument; Harms Clifford Family Day Care Rating Scale; Louise Child Care Scale; National Assn for Family Day Care Assess Prof

This study compared five popular instruments for assessing the quality of family child care: the Child Development Associate Competency Standards (CDA); the National Association for Family Day Care Assessment Profile (NAFDC); the Child Care Partnership of Dallas Family Day Care Home Observation Instrument; the Louise Child Care Scale for Evaluating Home Based Day Care; and the Harms-Clifford Family Day Care Rating Scale (FDCRS). The five instruments are compared in the following content areas: personal and social development and provider interaction; cognitive development; language development; creative development; physical development (small and large muscle); health; safety; nutrition; family support and interaction; and professionalism. Pros and cons are discussed for each instrument, and recommendations are made for accreditation, training, and public policy. (MM)

participation; (11) meeting fiscal and administrative requirements; and (12) use of funds. Also outlined are general plans for local education agencies including considerations of size, scope, and service-delivery. The document includes tables on projected student populations, staff positions, and state budget information. Appendices include project rosters, state needs assessment forms, and achievement-test data for children served during school year 1990-91. (TES)

ED 354 126 RC 018 964

Swisher, Karen; And Others
American Indian/Alaskan Native Dropout Study.
SPONS. AGENCY- National Education Association, Washington, D.C.
PUB DATE- 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *American Indians; *Data Analysis; Data Collection; Definitions; *Dropout Rate; *Dropout Research; Research Problems; School Statistics; Secondary Education; Student Mobility

Dropout rates for American Indians and Alaska Natives (AI/AN) are higher than those of other racial/ethnic groups, but the overall or national AI/AN dropout rate is not known. In an attempt to generate a national rate, data were collected from 26 state departments of education, the Bureau of Indian Affairs (BIA), and tribally controlled schools; and extensive searches of existing literature and data were conducted in libraries, ERIC, and other federal databases. It quickly became clear that meta-analysis was impossible due to the lack of standardized definitions of dropouts and standardized methods of counting and calculating rates. Given that interstate dropout reporting does not exist for public school systems, attempts to incorporate non-standardized data from BIA, mission, and other private schools increased the difficulty of generating a national dropout estimate for AI/AN students. Also, mobility and transfer rates were quite high for AI/AN students in certain parts of the country. Longitudinal studies suggest a dropout rate between 24% and 48% for 1962-89 and 29-36% in the 1980s, but most of these studies were limited to a specific population or region. Though it is perplexing to determine the reason students leave school, it appears that academic reasons are less important than family and school environment factors. This report contains over 300 references, 31 data tables, and an extensive review of the various methods of defining, counting, calculating, and reporting dropout rates. (SV)

*Science Process Skills; Second International Science Study

This paper suggests that if teachers expect students to learn the processes of science, then at least three conditions must be present: the teacher must have a command of the process skills; the students must be taught and given opportunities to practice the skills; and student progress in acquiring the skills must be evaluated. This research study gathered data for a preliminary analysis of the first of these conditions, the command of process skills by preservice elementary teachers. Process skills achievement was measured using performance items from the Second International Science Study (SISS). The other two conditions are indirectly addressed through an attitude survey. Fifty undergraduate elementary education majors enrolled in teacher education programs in Florida and Louisiana were given items from the practical laboratory skills test developed for SISS. An attitude survey was developed to assess preservice teacher's attitudes toward science, science teaching, science process skills, and assessment of science content processes. The items for this instrument are presented in the appendix. The preservice teachers scored higher on the fifth grade and ninth grade science process skills test than a U.S. sample of students. Elementary education students who had taken a science methods course had significantly more positive attitudes toward science and science teaching than did elementary education majors who had not yet taken a science methods class. (PR)

are included in five appendices. (DB)

ED 354 165 SO 019 317

Lewin, Keith M.
Education in Austerity: Options for Planners. Fundamentals for Planning 36.
PUB DATE- 87
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Cycles; Developed Nations; *Developing Nations; *Developmental Programs; Economic Change; Economic Development; Economic Factors; *Economic Impact; *Educational Development; Educational Finance; *Educational Planning; Educational Strategies; Elementary Secondary Education; Foreign Countries; Global Approach; International Organizations; International Programs; *Resource Allocation
IDENTIFIERS- *Recession

This book explores the issues raised by the changing climate within which educational planning will take place in the final years of the 20th century. The volume focuses on the problems faced by countries hardest hit by economic recession and the need for adjustment to a changing economic environment. Organized into six chapters, the book addresses specific concerns following an introduction. The first concern, explored in chapters 2 and 3, charts recent trends in educational financing in developing countries, emphasizing the important differences that have emerged in the ability and willingness to allocate resources to education in different countries. Chapter 4 discusses the consequences that are likely to follow from level funding and diminished resources for education and develops eight propositions that illustrate the consequences. Austerity may bring with it unexpected changes. The changes are not simply those that might be anticipated from a reversal of growth patterns, and they have qualitatively different characteristics. Chapter 5 looks at themes that provide the basis for planning educational provision in austerity. It includes a discussion of changes in organizational climate in conditions of meagerness and contraction; proposals for assessment of the room to maneuver that exists in educational policy; suggestions for the development of monitoring systems that can indicate the sensitivity of educational quality to changes in inputs; and a review of the options open to resist contraction in resources, increase the efficiency of delivery, and refinance provision from sources other than public expenditure. Chapter 6 presents concluding remarks that synthesize the main findings and emphasize the central theme of protecting educational provision for the most vulnerable groups in developing countries that are most at risk for reductions in expenditures. A bibliography of more than 100 citations is included. (DB)

Science; *Computer Uses in Education; Educational Technology;
Females; Feminism; Males; *Sex; *Sex Bias; Visual Arts
IDENTIFIERS- *AARON (Artificial Intelligence Symbol System);
Cohen (Harold)

Opening with a discussion of AARON, an artificial intelligence symbol system that is used to generate computer drawings, this document makes the argument that AARON is based upon a way of knowing that is abstract, analytical, rationalist and thus representative of the dominant, western, male philosophical tradition. Male bias permeates the field of computer science. The implications for females in the field, particularly those who use the computer for their art making and in the teaching of art making, is explored. Questions are posed about how the nature of computer science, and in particular its relationship to art making and art education, might be otherwise than one driven by the idea of masculinity and a male way of knowing. An alternative way of knowing that may be employed in computer technology emphasizes negotiating and renegotiating with well know materials (a process sometimes called "bricolage"), and using the computer to "make connections." Such an approach contrasts with the analytical, hierarchical approach of AARON. There is a need to give consideration to a multiplicity of ways of knowing in the use of the computer for art making and for art education. A 34-item list of references is included. (DB)

PUB DATE- 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Historical Association (107th, Washington, DC, December 27-30, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Objectives; *Educational Resources; Elementary Secondary Education; Local History; *Social Studies; Student Educational Objectives; Teaching Methods; *United States History
IDENTIFIERS- *National Register of Historic Places

The National Register of Historic Places maintains a database with information on more than 60,000 historic places of significance in U.S. history. This paper contends that the emerging K-12 social studies core curriculum, as exemplified by the National Standards Project, contains a number of openings for teaching about historic places. Specifically, it is demonstrated that historic places can have a prominent place in the history and geography elements of the new social studies core curriculum. Suggestions for how social studies educators may utilize historic places in their teaching also are presented. (DB)

and Scoring Open Response Questions, and Samples of Generic Questions for Adapting to Your Own Content) are included. (Author/LL)

ED 354 229 SP 034 314

Walker, Linda
Mentoring: A Review of the Literature.
PUB DATE- Nov 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); *Beginning Teacher Induction; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Instructional Development; Literature Reviews; *Mentors; Program Effectiveness; *Self Efficacy; *Teacher Attitudes; *Teacher Persistence; Teacher Shortage
IDENTIFIERS- Empirical Research

There continues to be a public outcry concerning the quality of education in our nation. These concerns have translated into numerous programs to improve teaching in the public schools, many of which have focused on mentoring for beginning teachers. The proliferation of programs has shown the need for research investigating the effectiveness of various mentoring programs. The literature provides extensive descriptions of these programs, but little empirical data exists for examining the outcomes resulting from the implementation of such programs (Klub and Salzman 1990). Research by Varah, Theune, and Parker (1986) and by Schlecty and Vance (1983) has shown that as many as 30 percent of beginning teachers do not teach beyond two years, and as many as 60 percent leave the profession during the first 5 years. Griffen (1985) reports that beginning teachers often lack competence in planning for instruction and in adjusting to the classroom environment. These two factors, teacher efficacy and teacher retention, can be used to direct a review of the existing literature and to separate the empirical studies of program outcomes from program descriptions. This review is needed to assess the effectiveness of mentoring programs. (Contains 38 references.) (Author/LL)

Arkansas law requires that each student aged 7 through 16 years in a home school program be tested annually using a nationally recognized standardized test chosen by the students' parents from a list of tests approved by the state. Achievement for home schooled and public schooled students in Arkansas was compared for grades 4, 7, and 10 using 6 subscales of the MAT-6. Responses of 428 home schooled and 89,314 public schooled students were used. Home schooled students scored higher than their counterparts in reading, mathematics, language, total basic battery, science, and social studies at grade 4 and grade 7. They also scored significantly above public school means for grade 10 in reading, mathematics, total basic battery, science, and social studies, but scored significantly lower in language. Three appendixes present detailed comparisons in three tables. (SLD)

Statistical Series.
PUB DATE- Aug 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Average Daily Membership; *Educational Trends; Elementary Secondary Education; *Enrollment Projections; Enrollment Trends; Futures (of Society); Graphs; High School Graduates; School Demography; *School Districts; School Statistics; *State Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- *Educational Information; *Virginia

School enrollment is projected for the State of Virginia and its 133 school divisions over the next 2 decades. Data on fall school membership, high school graduates, and March 31 average daily membership (ADM) are included. In the peak projection year, 2006-07, fall membership (almost 1,243,000 students) is expected to be 23 percent higher than in the fall of 1991. High school graduates are expected to begin a period of rapid increase in 1993-94, to peak in 2007-08, when nearly 84,000 students will graduate from Virginia public schools. Then the numbers of graduates are expected to decline slightly, but to remain well above today's figures. ADM has historically closely tracked the fall membership count, varying from 99.42 to 99.54 percent. Consequently, ADM projections follow the same curve as fall membership projections. Over the next 15 years, enrollment increases are not expected to be uniform from grade to grade. Instead, they will form a curve that creates a bulge in the lower grades that will pass through the rest of the grades. Projected changes are also regional, with the largest increases in northern Virginia and declines in southern and southwestern Virginia. Seven tables and 12 figures present projections. An appendix (eight tables) discusses project methodology. An addendum corrects some figures for the Roanoke County (Virginia) School District. (SLD)

of Louisiana (New Orleans). Program elements included mentor recruitment, mentor screening, mentor training, protege orientation, matching, and mentor/protege interactions. Interviews to gauge program outcomes found that 45 percent of the participants formed successful relationships in which the mentors allowed the relationships to be youth-driven and took into account the youth's preferences for social and recreational activities before engaging them in serious discussions and academically oriented activities. Mentors exhibited improved self-esteem, perceived scholastics competence, and satisfaction with their social skills. Proteges were exposed to additional social and cultural activities and their sense of control over their lives improved. Two appendixes present data on the sites and study methodology. Sixteen references and eight tables are included. (JB)

ED 354 286 UD 029 043

Donaldson, William S.
Fast Track. Summer Academic Skills Enhancement Program, 1992. Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Black Students; *Enrichment Activities; Job Skills; *Job Training; Language Arts; Low Achievement; Males; Program Evaluation; Reading Achievement; *Remedial Instruction; Secondary Education; *Skill Development; *Summer Schools; *Urban Youth; Vocational Education
IDENTIFIERS- *Columbus Public Schools OH; Comprehensive Tests of Basic Skills

This study evaluated a Columbus (Ohio) Public Schools summer remedial reading and language mechanics skills program for participants in a job training program. The Summer Academic Skills Enhancement Program provided clients with the skills required for employment into entry-level positions in 160 curriculum hours. Seventy-one clients were pretested with the Comprehensive Test of Basic Skills (CTBS) and based on these results, were classified as regular pretest achievers or low pretest achievers. Forty-six black and 3 non-black clients (27 males and 22 females) who attended at least 30 days of summer program instruction and had pretest and posttest CTBS scores were studied. Evaluation at the end of the program found that pupils in the regular group reached skill achievement goals, while pupils in the low group did not. Program retention showed a 2 percent gain from the previous year (1991), and black male retention (82 percent) was up 24 percent from the previous year. Non-minority recruitment, enrollment, and retention showed no improvement. With program completion defined as attending 75 percent of the possible program days and by showing a gain of 1 or more grade equivalents on at least 1 of the 3 subtests, 33 clients (46 percent of the 71 enrolled) achieved program completion status. Analysis of the completion criteria suggests that requirements distort the actual achievement of participants. Fourteen tables display data from the evaluation. An appendix presents the Pupil Census Form and eight additional tables. (JB)

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(141) Reports - Descriptive (Continued)

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(143) Reports - Research (Continued)

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(053) Guides - Non-Classroom

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(071) Informational Analyses - ERIC IAPS

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(131) Reference Materials - Bibliographies

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(142) Reports - Evaluative

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Staff Development for ABE and ESL Teachers and Volunteers. ERIC Digest.	3p.	L1	ED 353 862

(072) Book/Product Reviews

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(080) Journal Articles

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Education Policy Implementation. SUNY Series in Educational Leadership.
375p. L3 ED 353 652

Endowment Development in Massachusetts Public Higher Education. A Report of the Senate Committee on Post Audit and Oversight. Senate No. 1820.
39p. L1 ED 353 908

Evaluation of College Science and Technology Entry Program (CSTEP), Fall 1987 through Spring 1991.

and 'Same Subject' Dependent Clauses.	18p.	L1	ED 353 801
Intervention Strategies in Multicultural Education: A Comparison of Pre-Service Models.	27p.	L1	ED 354 234
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An Investigation of a Timetabled Self-Access Session in a General English Programme.	15p.	L1	ED 353 784
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Knowledge and Processes in Design. DPS Final Report.	176p.	L1	ED 354 252
The Knowledge Base for Interns' Teaching Decisions. Monograph			

Global Education: Educating for Our Common Future.	5p.	L1	ED 354 206
Hispanic Americans in the Rural Economy: Conditions, Issues and Probable Future Adjustments.	15p.	L1	ED 354 131
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Hunger in the U.S.--Developing Educational Approaches.	12p.	L1	ED 354 095
The Impact of Child Care on the Socialization of African American Children. Pacific Oaks Occasional Papers.	22p.	L1	ED 354 065
The Impact of Leadership Behavior of the Superintendent on Restructuring Rural Schools.	15p.	L2	ED 354 115
The Impact on Higher Education. Part of a Symposium: Funding Shortfalls and Their Impact on Policy Making in the 1990's.	18p.	L1	ED 353 949
Impacto de un programa de lectura extensiva en la adquisicion de una segunda lengua (Impact of an Extensive Reading Program on Second Language Acquisition).	14p.	L1	ED 353 772
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Impact of Leadership.	560p.	L2	ED 353 421
Innovation for Information: International Contributions to Librarianship. Festschrift in Honour of Dr. Ahmed H. Helal. Publication 16.	265p.	L1	ED 353 990
Interventions for Achievement and Behavioral Problems.	771p.	L2	ED 353 489
Knowledge and Processes in Design. DPS Final Report.	176p.	L1	ED 354 252
Readings in Innovation.	255p.	L2	ED 353 494
Resources in Crisis Intervention: School, Family and Community Applications.	112p.	L2	ED 353 488
Rethinking School Finance: An Agenda for the 1990s. The Jossey-Bass Education Series.	357p.	L3	ED 353 651
Selected Issues in Education: Curriculum, Students, and Risk Management.	165p.	L1	ED 354 241
Spike Lee and Commentaries on His Work. Occasional Papers Series 2, No. 1.	92p.	L1	ED 353 622
Welcome to Our World. A Book of Writings by and for Students and Their Tutors.	160p.	L1	ED 353 857

(021) Collected Works - Proceedings

Children and Youth At Risk. Conference Proceedings (Washington, D.C., February 5-7, 1990).	37p.	L1	ED 354 108
Class, Race and Gender in Schools. A New Agenda for Policy and Practice in Scottish Education. Practitioner MiniPaper 12.	87p.	L2	ED 354 191
Commission of Professors of Adult Education. Proceedings of the Annual Conference (Atlantic City, New Jersey, October 1-3, 1989).	292p.	L2	ED 353 368
Commission of Professors of Adult Education. Proceedings of the Annual Conference (Milwaukee, Wisconsin, November 4-6, 1985).	25p.	L1	ED 353 370

Educating the Consumer of Television: An Interactive Approach.	239p.	L3	ED 353 624
Evaluation of "Blueprint for the Future": Literature Review and Evaluation "Tool Kit."	48p.	L1	ED 354 246
Evaluation of Young Children for Early Intervention and Early Childhood Special Education.	94p.	L1	ED 353 725
Facilitating Infant/Toddler Skills in Family-Child Routines.	19p.	L1	ED 353 736
Facilities Planning Guide for Successful Secondary Schools.	51p.	L1	ED 353 692
Family Collaboration. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.	393p.	L1	ED 353 752
For Their Sake: Recognizing, Responding to, and Reporting Child Abuse.	202p.	L2	ED 354 124
Freshwater Wetlands: A Citizen's Primer.	30p.	L2	ED 354 163
From Child Care to Family Care: The Parent Services Handbook.	25p.	L1	ED 354 075
From Words to Stories.	7p.	L2	ED 353 587
Guidelines for Controlling Environmental Tobacco Smoke in Schools. Technical Bulletin.	9p.	L1	ED 353 697
Guidelines for Controlling Indoor Air Quality Problems Associated with Kilns, Copiers, and Welding in Schools. Technical Bulletin.	9p.	L1	ED 353 696
A Handbook for Teachers of Arkansas Studies. Revised Edition.	57p.	L1	ED 354 183
Help Me Learn, Help Me Grow = Ayudame a Aprender, Ayudame a Crecer: A Community Action Guide To Promote the Health/Education Connection among Parents and Parents-To-Be.	20p.	L2	ED 354 081
Helping Children Grow Up in the 90's: A Resource Book for Parents and Teachers.	345p.	L2	ED 353 493
History-Social Science Goals and Curriculum Strands. Model Curriculum Guide, Kindergarten through Grade Eight.	94p.	L2	ED 354 210
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Houston Cole Library Collection Assessment.			

Discursive Aspects of Metafiction: A Neo-Oral Aura?	14p.	L1	ED 353 781
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Interactional Listening Tasks: A Comparative Study of Strategy and Practice Teaching Approaches.	16p.	L1	ED 353 841
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Interlanguage Phonology: The Perceptual Development of Durational Contrasts by English-Speaking Learners of Japanese.	15p.	L1	ED 353 837
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An Investigation of a Timetabled Self-Access Session in a General English Programme.	15p.	L1	ED 353 784
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On Japanese Causative: Review of Shibatani's Notion of Causative.	12p.	L1	ED 353 798
Participant Reference in Greek Personal Experience Narratives.	15p.	L1	ED 353 838
A Pragmatics of Verbal Irony in Literary Discourse: An Example from Drama.	13p.	L1	ED 353 845

Asia and the Pacific: A Survey of Distance Education 1992. Vol. I: Australia-Japan. New Papers on Higher Education: Studies and Research, No. 7.
438p. L1 ED 353 961

Asia and the Pacific: A Survey of Distance Education 1992. Vol. II: Republic of Korea-Vietnam. New Papers on Higher Education: Studies and Research, No. 7.
400p. L1 ED 353 962

Bibliographie Moderner Fremdsprachenunterricht, 1990 (Bibliography of Modern Language Instruction, 1990).
468p. L1 ED 353 779

College Summer Programs for High School Students.
34p. L1 ED 354 109

Compendium of Transition Model Programs, 1992.
464p. L1 ED 353 717

IMPACT II: A Network for Innovation and Growth: 1991.
44p. L1 ED 354 277

Insuring Your Future: Liability Insurance and Child Care.
87p. L2 ED 354 066

Preparing Graduate Students To Teach. A Guide to Programs That Improve Undergraduate Education and Develop Tomorrow's Faculty. From a Comprehensive National Survey of Teaching Assistant Training Programs and Practices.
188p. L2 ED 353 919

School Improvement Network Directory: 1992 Supplement.
112p. L1 ED 353 650

Speaking of Language: An International Guide to Language Service Organizations.
199p. L1 ED 353 848

(134) Reference Materials - Vocabularies/Classifications

Accessing Programs for Infants, Toddlers, and Preschoolers with Disabilities: A Parent's Guide = Programas para Infantes y Ninos Pre-escolares con Discapacidades: Guia para Padres de Familia. Update.
41p. L1 ED 353 709

(140) Reports - General

College: Its Relation to High School and Employment Requirements in Japan and the United States.
14p. L1 ED 353 918

Comparative Evaluation of ERASMUS ICPs in the Subject Areas of Business Management, Chemistry and History. ERAMUS Monographs No 8 = Valutazione Comparata dei pic ERASMUS nelle Aree Disciplinari dell'Organizzazione Aziendale, della Chimica e della Storia.Monografie ERASMUS No. 8.
65p. L1 ED 353 915

Distribution of State-Administered Education Funds. Fourteenth Annual Report (A Report Required by Section 406A, General Education Provisions Act, as Amended), Submitted by the U.S.

	64p.	L1	ED 354 057
An Evaluation of the Chapter 2 Inexpensive Book Distribution Program.	71p.	L1	ED 353 551
Evaluation of Vocational Training in a Territorial Context.	12p.	L1	ED 353 425
Evidence for Structural Alignment during Similarity Judgments.	66p.	L1	ED 354 251
The Extended School Year: Is More Necessarily Better?	9p.	L1	ED 353 657
Fast Track. Summer Academic Skills Enhancement Program, 1992. Final Evaluation Report.	100p.	L1	ED 354 286
Fort Berthold Library Literacy Program. Final Performance Report, October 1, 1988-September 30, 1989.	10p.	L1	ED 353 852
Guaranteed Student Loans: GAO High Risk Series.	42p.	L1	ED 353 906
Guaranty Agency Solvency: Can the Government Recover HEAF's First-Year Liquidation Cost of $212 Million? Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.	31p.	L1	ED 353 881
High School Graduate Projections by State: A Review of Projection Accuracy and Methodology. Technical Report.	11p.	L2	ED 354 272
Higher Education Enrollment Statistics and Projections. 1993-95 Biennium.	127p.	L1	ED 353 927
Home-School-Community Agents and Safety and Security Specialists Merged Program: 1991-1992. Final Evaluation Report.	75p.	L1	ED 354 280
Houston Cole Library Collection Assessment.	324p.	L1	ED 354 010
Hunter Ethics: A Look at Hunter Behavior and Hunter Education in the U.S. and Canada.	31p.	L1	ED 354 137
A Hybrid Systems Approach to Preservation of Printed Materials.	71p.	L1	ED 353 988
In the National Interest: The Federal Government and Research-Intensive Universities. A Report from the Ad Hoc Working Group on Research-Intensive Universities and the Federal Government.	65p.	L1	ED 353 945
An Investigation of Domestic Approval Plan Return Rates by Academic Subjects before and after Subject Reprofiling at a Medium-Sized Academic Library.	67p.	L1	ED 353 991

No. 15.	16p.	L2	ED 354 221
Knowledge of Idiomaticity: Evidence from Idiom Calquing and Folk Literalization.	14p.	L1	ED 353 796
A Knowledge-Based Expert System Which Assists Non-Profit Organizations in Fund-Raising Software Selections.	149p.	L1	ED 353 633
Labour Trends and Training Needs in British Columbia.	133p.	L1	ED 354 019
Language Proficiency and Academic Success: The Refugee/Immigrant in Higher Education.	32p.	L1	ED 353 914
Latino National Political Survey. Summary of Findings.	23p.	L1	ED 354 281
Learning Outcomes Assessment Activities, 1989-1992.	101p.	L1	ED 354 027
Lesson Beginnings.	19p.	L1	ED 353 842
Linking Inputs and Outcomes: Achievement among Economically Disadvantaged Appalachian Middle Grades Students.	41p.	L1	ED 354 138
Literacy and Literature in Elementary Classrooms: Teachers' Beliefs and Practices.	17p.	L1	ED 353 541
Literacy Assessment in Kindergarten: A Longitudinal Study of Teachers' Use of Alternative Forms of Assessment.	19p.	L1	ED 353 560
Literacy Behaviors of Kindergarten-Primary Children in High Stimulus-Level Literacy Environments. Part I: The Instruments. Part II: Environments and Literacy Behaviors.	116p.	L1	ED 354 077
Literacy Initiatives for Families of Deaf Parents with Hearing Children.	101p.	L1	ED 353 391
Literacy Issues of "Women in Development" in Developed Countries.	11p.	L1	ED 353 462
The Literacy Project at Maplewood High School: Year 1, 1990-91.	53p.	L1	ED 353 550
The Literacy Project at Sir William Osler High School: Year 1, 1990-91.	54p.	L1	ED 353 549
Literary Discourse and Irony: Secret Communion and the Pact of Reciprocity.	18p.	L1	ED 353 791
Locus of Control and Achievement of At-Risk Adolescent Black Males.			

Issues in Certification Needs.	13p.	L1	ED 353 766
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Leadership and School Culture.	22p.	L1	ED 353 636
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Losing Control in the Nonprofit Sector: An Examination of Fund-Raising Encroachment.	14p.	L1	ED 353 628
Making "Hi-Tech" My Tech. Helpful Hints for Educational Practitioners on Planning & Conducting Educational Research with the Help of Technical Specialists.	25p.	L1	ED 354 215

The Coordination of Health and Other Services for Infants and Toddlers with Disabilities: The Conundrum of Parallel Service Systems. Representation of a Symposium.
7p. L1 ED 353 705

Decentralisation and Educational Building Management: The Impact of Recent Reforms. Synthesis of an International Conference of the Organisation for Economic Cooperation and Development and the Ministry of Education and Science of the Netherlands on Trends in the Planning and Funding of Educational Building (Noordwijkerhout, The Netherlands, October 1990).
80p. L2 ED 353 665

ESCOL '91. Proceedings of the Eastern States Conference on Linguistics (8th, Baltimore, MD, October 11-13, 1991).
415p. L1 ED 353 808

Forum on Emerging Trends in Special Education: Implications for Personnel Preparation (4th, Washington, D.C., April 9-10, 1992).
224p. L1 ED 353 759

The Future of Literacy and the Literacy of the Future. Report of the Seminar on Adult Literacy in Industrialized Countries (Hamburg, Germany, December 4-7, 1991). UIE Reports 9.
86p. L1 ED 353 393

Information Manpower Forecasting. Papers Presented at the FID/ET Seminar (Espoo, Finland, August 24-27, 1988).
294p. L2 ED 354 011

Literacy and the Hearing Impaired Conference (Washington, D.C., May 18-20, 1989). Proceedings.
264p. L1 ED 353 729

Mind over Matter: Moving beyond the Myths of Recruiting and Retaining Minority Faculty and Staff. Proceedings (Keystone, Colorado, May 21, 1990).
54p. L1 ED 353 943

Music Education: Why? What? How? = Musiekopvoeding: Waarom? Wat? Hoe? Papers Presented at the National Music Educators Conference (Pretoria, South Africa, April 9-12, 1990).
323p. L1 ED 354 176

National Rural Studies Committee: A Proceedings of the Annual Meeting (5th, Las Vegas, New Mexico, May 14-16, 1992).
102p. L1 ED 354 128

School Choice. Proceedings of the Conference of the University/Urban Schools National Task Force (14th, Marina del Rey, California, October 29-30, 1992).
99p. L1 ED 354 279

Sunbird: Final Report on the Proceedings of the Sunbird Seminar on Preservice Art Education (Long Beach, California, May 11-13, 1989) and Summaries of the Preservice Art Education Projects at Sixteen of the California State University Campuses.
132p. L1 ED 354 167

Taking New Paths...Report of the Institute on Following Dewey's Paths (Albany, New York, November 7-8, 1990).
72p. L2 ED 354 001

(022) Collected Works - Serials

	324p.	L1	ED 354 010
How To Prepare Effective Flip Charts.	8p.	L1	ED 353 966
How To Prepare Effective Overhead Projector Presentations: One Picture Is Worth a Thousand Words.	12p.	L1	ED 353 967
The Hurried Principal: A Manual of Strategies for Time Management.	39p.	L1	ED 353 653
IEP. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.	352p.	L1	ED 353 758
Indoor Air Quality: Maryland Public Schools.	46p.	L1	ED 353 695
Insuring Your Future: Liability Insurance and Child Care.	87p.	L2	ED 354 066
Integrating a Whole Language Approach in Secondary Schools.	6p.	L2	ED 353 540
Integration. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.	335p.	L1	ED 353 755
Interventions for Infants Born Affected by Drugs and Alcohol.	9p.	L1	ED 353 767
Is an Integrated "Child-Centered, Family-Focused, Community-Based" Prevention System Possible? or Are We Just "Pipe-Dreaming"?	17p.	L1	ED 354 060
It's My Job: Job Descriptions for Over 30 Camp Jobs.	115p.	L2	ED 354 120
Japan Resource Catalogue: A Guide for New England Educators.	94p.	L2	ED 354 169
Kentucky Alternate Portfolio Project: Teacher's Guide.	57p.	L1	ED 353 742
Kentucky Systems Change Project for Students with Severe Disabilities (1987-1992). Final Report.	328p.	L1	ED 353 740
LCD Panels: Vivid Presentations Using Your Overhead Projector and Your Computer.	8p.	L1	ED 353 968
Learning in Adulthood. A Comprehensive Guide.	376p.	L3	ED 353 468
Leave No Trace! An Outdoor Ethic: A Program To Teach Skills for Protecting the Wilderness Environment.	49p.	L1	ED 354 111
Leave No Trace: Outdoor Skills and Ethics.	21p.	L1	ED 354 112

Programming Adult Literacy: Developing Individuals and Contexts.
4p. L1 ED 353 463

Proto-Algonquian Verb Inflection.
47p. L1 ED 353 806

A Rationale and Set of Principles for the Development of a Systematic Approach to English Diction in Choral Performance.
8p. L1 ED 354 175

The Reaction of Learners to Tape-Based Listening Comprehension Materials in French, Spanish and Italian "Community Classes."
11p. L1 ED 353 782

Reading, Culture and Cognition.
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Reflexive and Reciprocal Elements in Ixil.
28p. L1 ED 353 802

Sobre prestamos y clasificaciones linguisticas (Regarding Borrowing and Linguistic Classification).
7p. L1 ED 353 792

The Sociolinguistic Status of English in Malta.
13p. L1 ED 353 836

Spatial Deixis in Chiwere.
14p. L1 ED 353 804

A Supplementary Bibliography of Lakota Language and Linguistics (1887-1990).
21p. L1 ED 353 807

Tense, Aspect and the Busconductor Hines--The Literary Function of Non-Standard Language in the Fiction of James Kelman.
10p. L1 ED 353 844

Where True Power Lies: Modality as an Indication of Power in Two Institutionalised Domains of Language Use.
9p. L1 ED 353 843

(090) Legal/Legislative/Regulatory Materials

Endowment Development in Massachusetts Public Higher Education. A Report of the Senate Committee on Post Audit and Oversight. Senate No. 1820.
39p. L1 ED 353 908

Field Hearing on Rehabilitation Services and Education of the Deaf Programs. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (Phoenix, AZ, May 11, 1992).
169p. L1 ED 353 719

Hearing on School-to-Work Transition. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
88p. L1 ED 353 417

Hearing on the Expansion of the Job Corps Program. Hearing

Secretary of Education to the Senate Committee on Labor and Human Resources and House Committee on Education and Labor.	1631p.	L1	ED 353 689
Earth Systems Education: Origins and Opportunities. Science Education for Global Understanding. Second Edition.	63p.	L1	ED 354 153
Financial Report of Ontario Universities 1991-92, Volume I-Universities.	309p.	L2	ED 353 894
Financial Report of Ontario Universities 1991-92, Volume III-Physical Plant Operating Expenses.	80p.	L2	ED 353 896
The Fiscal Survey of States.	56p.	L2	ED 353 655
Grief and Grief Processing for Preschool Children.	27p.	L1	ED 354 078
The Impact of Technological Change on Work and Training. Tripartite European Meeting on the Impact of Technological Change on Work and Training (Geneva, Switzerland, October 28-November 2, 1991).	59p.	L1	ED 353 390
Investing in the Future: Child Care Financing Options for the Public and Private Sectors.	73p.	L2	ED 354 068
The Joint Future of New Jersey and Rutgers, the State University of New Jersey.	69p.	L1	ED 353 865
L'enseignement collegial, ou son equivalent, dans quelques provinces et pays. Etude exploratoire (College Instruction, or Its Equivalent, in Some Provinces and Countries. Exploratory Study).	340p.	L1	ED 354 014
Le programme de sciences de la nature. Avis a la ministre de l'enseignement superieur et de la science (The Natural Sciences Program. Advisory to the Minister of Higher Education and Science).	64p.	L1	ED 354 015
Making Sense of Federal Job Training Policy; 24 Expert Recommendations To Create "A Comprehensive and Unified Federal Job Training System."	64p.	L1	ED 353 367
National Forums on the Adult Education Delivery System. A Summary Report.	49p.	L1	ED 353 394
On the Move: Children in Transition.	85p.	L2	ED 353 486
The Regents 1992 Statewide Plan for Higher Education in New York State.	27p.	L1	ED 353 893

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Labor Education Achievement Program. Evaluation Report. 1991-1992 Grant Period.	98p.	L1	ED 353 387
Learning Resources Evaluations Manual.	415p.	L1	ED 353 858
Lifelong Learning Trends: A Profile of Continuing Higher Education. Second Edition.	63p.	L1	ED 353 376
Managing for the Future: Challenges & Opportunities for Higher Education in Ohio. Report of Ohio's Managing for the Future Task Force.	389p.	L1	ED 353 875
Massachusetts Career Development Institute in Partnership with the Geriatric Authority of Holyoke, Massachusetts. Final Report.	183p.	L1	ED 353 450
Mentoring Minority Youth: A Framework.	68p.	L1	ED 354 293
Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1992-93.	42p.	L1	ED 354 092
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Missouri's Parents as Teachers. Innovations Report.	13p.	L1	ED 354 096
Modern Childhood? Exploring the 'Child Question' in Sociology. Publication Series A. Research Reports 50.	169p.	L2	ED 354 070
Outcome of Drug Abuse Treatment and Self Concept Improvement for Mass Transit Workers.	26p.	L1	ED 353 495
Parent Run Day Care Centres: The Growth of a French Community Initiative. Studies and Evaluation Papers No. 8.	40p.	L1	ED 354 100
Path-Referenced Assessment in the Service of Teaching and Learning: The Role of Assessment in Home, Preschool, and School Initiatives To Promote an Effective Transition to Elementary School.	9p.	L1	ED 354 073
Permanency Planning for Children with Developmental Disabilities in Pennsylvania: The Lessons of Project Star and Executive Summary.	82p.	L1	ED 353 735
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Microcomputers in Florida Public Schools. Fall 1991. MIS Statistical Brief, Series 92-06B.	16p.	L1	ED 353 973
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